
Project CONN-CEPT Science Units

Astronomy: Sun, Moon, and Stars (K-2)
The World of Matter (1)
Living Things: Changes, Stages and Cycles (2-3)
Eurekas and Ecosystems (4-5)
Light: A Rainbow of Exploration (4-5)
Sound's Story: H-Ear the Pitch (4-5)
Structure and Function: What's Their Junction? (6)
Weather: The Never-Ending Story (6)
Cells: The Story of Life (7)
Reactions and Interactions (7-8)

Project CONN-CEPT Social Studies Units

Time, Change, and Continuity in History (K)
Local Government (3)
What Makes a Region? An Investigation of the Northeast (4)
Goods, Services, Resources, Scarcity and Systems: An Exploration of State Economics (4-5)
Concepts and Tools of the Geographer (6)
With Liberty and Justice for All: A Study of the U.S. Constitution (6-8)

Units in Preparation

Junior Economist: People, Resources, Trade (1-2)
A Habitat is a Home for Plants and Animals: Needs, Resources, Adaptation and Systems (1-2)
May the Force be With You, Forces, Motion and Simple Machines (2-3)
Comparing Cultures: Traditions, Dwellings, Language, and Cultural Evolution (2-3)
Peopling of the Americas (4-5)
Going to the Source: Using Primary Resources in United States History (6-8)
Exploring the World's Oceans: Chemistry, Geology and Biology (7)
Reactions and Interactions: Chemical Reactions (7-8)

Research for this grant was supported under the Javits Act Program (Grant No. S206A020086) as administered by the Institute of Educational Sciences, U.S. Department of Education. The opinions expressed in this report do not reflect the position or policies of the Institute of Education Sciences or the U.S. Department of Education.

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A Shared Story

The exhibit hall was huge, and publishers' banners, suspended from the ceiling, waved back and forth in the air conditioned room. Hundreds of conference participants filled the aisles. Vendors of curriculum materials, eager to share their colorful and glossy wares with passing teachers and administrators, stood at the edge of their displays offering warm smiles, prizes, and publishers' catalogues.

Charlene and Andrew had carefully planned their tour through the aisles and divided up so that they could see all the materials. They looked forward to their time in the vendor area because they needed curriculum materials in social studies and science for their upper elementary and middle school students. They hoped they would find something good. They wanted coherent, comprehensive units that addressed their state and national standards, had good assessments, required students to think their way through content, provided teachers with teaching strategies, and some guidance regarding how to differentiate the curriculum for students with varied learning needs.

They looked at many cleverly designed curriculum packages and kits. Most materials were collections of episodic learning activities. Some contained coherent learning activities for students, but did not teach to the critical concepts and principles embedded in state and national standards. Other materials, claiming to be comprehensive, did not contain aligned pre- and post-assessments, user-friendly teacher information, suggestions for teaching, or techniques for differentiating. Several kits attended to concepts and principles, but none was comprehensive enough to address all the standards for a particular grade level. At least two kits would be required to cover the prerequisite standards. Worse, the cost for the two kits would not include the price for the consumables that would have to be purchased each year to keep the kits adequately stocked. They could hardly pay for the cost of one kit!

Charlene and Andrew met at the back of the hall and compared notes. They were disappointed because they realized that the high-quality, standards-based curriculum materials they wanted were not in the racks. Now what? Were there other vendors? If so, who were they and how could they be contacted? If there were no vendors with the materials they needed, could they write the needed curriculum themselves? Who could help them? Did the district have money to pay stipends for curriculum development? How could they possibly write all the curricula that was required to address the state assessments?

We dedicate this curriculum unit, as well as others written under this Javits grant, to all the teachers who have had experiences like Charlene and Andrew. We hope the unit presented here will meet the needs of educators who live in real classrooms, contend with real time constraints, prepare students adequately for high-stakes assessments, seek high-quality curriculum materials, and strive to meet the varied learning needs of all their students.

Deborah E. Burns
Jeanne H. Purcell

PREFACE

In 2002, the Connecticut State Department of Education was awarded a Javits grant from the U.S. Department of Education called Project CONN-CEPT. The major focus of grant activities was the creation of standards-based curriculum units, K-8, in science and social studies. These rigorous curriculum units have been created for all students because every child must have access to the highest quality curriculum. At the same time, the units also have a particular focus on the needs of advanced learners—those who know more, learn more rapidly, think more deeply, or who are more innovative in a particular area of study. It was our goal to embed learning opportunities for advanced learners that were tightly aligned with the concepts and principles that guided the unit.

The Parallel Curriculum Model

This standards-based curriculum unit has been designed using the *Parallel Curriculum Model* (PCM) (Tomlinson, Kaplan, Renzulli, Purcell, Leppien, & Burns, 2002). The *Parallel Curriculum Model* is a set of four interrelated designs that can be used singly, or in combination, to create or revise existing curriculum units, lessons, or tasks. Each of the four parallels offers a unique approach for organizing content, teaching, and learning that is closely aligned to the special purpose of each parallel. The four parallels include: the Core Curriculum Parallel, the Curriculum of Practice, the Curriculum of Connections, and the Curriculum of Identity.

The *Core Curriculum* addresses the core concepts, principles, and skills of a discipline. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities. The *Curriculum of Connections* builds upon the Core Curriculum. It is a plan that includes a set of guidelines and procedures to help curriculum developers connect overarching concepts, principles, and skills within and across disciplines, time periods, cultures, places, and/or events. This parallel is designed to help students understand overarching concepts, such as change, conflict, cause and effect, and patterns, as they relate to new content and content areas. The *Curriculum of Practice* is a plan that includes a set of guidelines and procedures to help students understand, use, generalize, and transfer essential knowledge, understandings, and skills in a field to authentic questions, practices, and problems. This parallel is designed to help students function with increasing skill and competency as a researcher, creator, producer, problem solver, or practitioner in a field. The *Curriculum of Identity* is a plan that includes a set of guidelines and procedures to assist students in reflecting upon the relationship between the skills and ideas in a discipline and their own lives, personal growth, and development. This parallel is designed to help students explore and participate in a discipline or field as it relates to their own interests, goals, and strengths, both now and in the future.

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The *Parallel Curriculum Model* also contains a new concept called Ascending Intellectual Demand (AID). Ascending Intellectual Demand offers practitioners a way to think about a discipline and each student's steady, progressive movement from novice to expert within that discipline. As students are ready, teachers ask students for increasing levels of cognition, affect, and application. As such, AID is a framework teachers use to increase the challenge level for students by asking them to behave and act in expert-like ways. (Tomlinson, Kaplan, Purcell, Leppien, Burns, & Strickland, 2006).

This unit has been designed using the Core Curriculum parallel. Core Curriculum addresses the essential concepts, principles, generalizations, and skills of a subject area. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities. Although the majority of lessons in this unit have been designed using the Core Curriculum parallel, it also contains several lessons that provide students with opportunities to explore other parallels that are closely connected to the subject matter.

Our Invitation...

We invite you to peruse and implement this curriculum unit. We believe the use of this unit will be enhanced to the extent that you:

- **Study PCM.** Read the original book, as well as other companion volumes, including *The Parallel Curriculum in the Classroom: Units for Application Across the Content Areas, K-12* and *The Parallel Curriculum in the Classroom: Essays for Application Across the Content Areas, K-12*. By studying the model in depth, teachers and administrators will have a clear sense of its goals and purposes.
- **Join us on our continuing journey to refine these curriculum units.** We know better than to suggest that these units are scripts for total success in the classroom. They are, at best, our most thoughtful thinking to date. They are solid evidence that we need to persevere. In small collaborative and reflective teams of practitioners, we invite you to field test these units and make your own refinements.
- **Raise questions about curriculum materials.** Provocative, compelling and pioneering questions about the quality of curriculum material—and their incumbent learning opportunities—are absolutely essential. Persistent and thoughtful questioning will lead us to the development of strenuous learning opportunities that will contribute to our students' life-long success in the 21st century.
- **Compare the units with material developed using other curriculum models.** Through such comparisons, we are better able to make decisions about the use of the model and its related curriculum materials for addressing the unique needs of diverse learners.
- **Examine PCM as one bridge between general and gifted education.** We believe that the rigorousness of PCM has much to offer *all* students, not just those who may be already know, do, or understand at very different levels of sophistication.

ACKNOWLEDGEMENTS

We would like to thank our mentors, Carol Tomlinson and Carolyn Callahan. They have been our constant supporters and guides as we moved into uncharted territory related to curriculum development and differentiation.

Over the years we have been guided by the wise counsel of our curriculum writers: Cheryll Adams, Renee Alister, Karen Berk, Fie Budzinsky, Meagan Bulger, Yvette Cain, Lori Cipollini, Leslie Chislett, Megan Coffey, Edie Doherty, Claire Farley, Kurt Haste, Carla Hill, MaryAnn Iadarolla, Caitlin Johnson, Megan Lamontagne, Donna Leake, Lisa Malina, Kay Rasmussen, Martha Rouleau, Cindy Strickland, Mary Grace Stewart, Kim Turret, Ann Marie Wintenberg, and Karen Zaleski. They have worked tirelessly on their curriculum units and provided us with many insights into the curriculum writing process. Although we had a road map at the outset of the writing process, our writers helped us to craft new roads when the old ones no longer worked. We thank them for their integrity, care, innovativeness, and encouragement.

We thank all of the people who featured into the field testing process. These people include teachers in Cheshire, Hartford and Portland Public Schools. We especially want to thank the following building administrators who supported our work: Tory Niles and John Lavery from Hartford; Linda Cahill and Deborah Granier from Portland; and Steve Proffitt, Diane DiPietro, Sharon Weirsmen, Russ Hinkley, Beverly Scully, and Mary Karas from Cheshire. The insights from teachers and administrators helped to make our curriculum units stronger and more practical.

Kim Allen, from Project LEARN, provided us with assistance and support in all of our endeavors and made sure that we stayed the course in solid financial standing. Nancy Wight and Gail Heigel, from Cheshire Public Schools, spent untold hours formatting, typing, duplicating, collating, and distributing the experimental units and ordering the numerous student materials and teacher resources that supplement these lessons. They are the masters of due diligence and attention to detail. We also wish to thank Eileen Williams and Patricia Johnson, from the State Department of Education, for formatting, typing, and preparing the pre-assessments and post assessments for the units. They worked tirelessly for many hours after work and on weekends to meet our deadlines and never lost their smiles.

We thank Cheshire Public Schools and the Connecticut State Department of Education for allowing us to take on this tremendous task and allowing us the hours within day (and night) to accomplish all that was required.

Our families and friends deserve special recognition because they offered unwavering support and encouragement. We recognize they made personal sacrifices, and we hope that we have grown as a result.

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Most of all, we would like to thank Judy Walsh on whose shoulders these units truly stand. With the greatest of care and unparalleled thoughtfulness and consideration, Judy has edited each manuscript, worked collaboratively with each author to refine each lesson, written lessons when it was necessary, and provided a sense of humor and her wisdom as a teacher. She is selfless and seeks only to advance each author and the project. In every way, she has been our “North Star” on the project.

Format for the Project CONN-CEPT Curriculum Units

Each Project CONN-CEPT curriculum unit is formatted in the same way and contains four components: an overview, the lessons, a content map, and a comprehensive list of resources required in the unit. The *overview* is a chart that includes the lesson principles, concepts and skills, the time allocation, the standards that are explicitly addressed within each lesson, and a brief description of each lesson. The overview provides potential users with a “snap-shot” of the unit, related standards, and classroom activities.

The *lessons* follow the overview and vary in number depending upon the content area and grade level of the unit. Each lesson is comprehensive and addresses 10 curriculum components: content, assessments, introductory and debriefing activities, teaching strategies, learning activities, grouping strategies, products, resources, extensions, and differentiation activities. For the most part, each lesson provides specific information about each of these components. An aligned pre- and post-assessment is included for the entire unit, and aligned formative assessments are provided at critical junctures in the unit. Additionally, each lesson contains all the required black-line masters and materials.

Many lessons contain two features that are unique to Project CONN-CEPT materials: opportunities for Ascending Intellectual Demands (AID) and talent-spotting activities. Ascending Intellectual Demand is a term used to describe learning opportunities that require students to work at increasing levels of discipline-specific expertise (Tomlinson et al). They are appropriate for any student who demonstrates advanced ability or expertise in a discipline. The AID opportunities are labeled using the acronym AID. Additionally, many lessons contain searchlight opportunities. Searchlight opportunities are rich moments during a lesson for teachers to observe students and note those who appear to have heightened interest in the topic under investigation. To support these students’ emerging interests, extension ideas are provided.

A *content map* comes after the lessons. Like the overview, the content chart is a snap-shot of the important knowledge in a unit: the major and minor principles, concepts, skills, themes and guiding questions. Teachers who want in-depth information about the knowledge contained in the unit will find this chart useful.

A comprehensive list of *resource materials* concludes each unit. Although the required materials are also listed at the beginning of each lesson, the comprehensive listing provides teachers with a one-page summary of all the materials and it facilitates planning.

**Introduction to Goods, Services, Resources, Scarcity and Systems:
An Exploration of State Economics – Grades 4 & 5**

This unit on state economics has been designed using the Core Curriculum parallel. Core Curriculum addresses the core concepts, principles, generalizations, and skills of a subject area. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities. Although the majority of lessons in this unit have been designed using the Core Curriculum parallel, it also contains four lessons that give students the chance to explore the Parallel of Connections through intradisciplinary and interdisciplinary connections, two lessons that provide students with opportunities to explore the methodology of the practicing professional (Curriculum of Practice), and two lessons that give children the opportunity to reflect on themselves as emerging historians (Curriculum of Identity).

The unit contains 14 lessons that are outlined in the chart that follows. The first column contains the lesson number and the name of the parallel(s) that the lesson addresses. The second column contains a series of numbers. The numbers reflect the national standards—culled from *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education* (Mid-continent Regional Educational Laboratory, Inc., 1997)—that are addressed in each lesson and that are listed and numbered below. Connecticut’s standards are also referenced in a similar fashion to the national standards. For brevity’s sake, only one or two standards are listed in each row of the chart and represent the major focus of individual sessions. However, the lessons have been designed to build upon each other, and each session builds iteratively upon many of the standards.

Column three contains the principles that guide the lesson. The principles—which state relationships among essential concepts—reflect what we want students to know and be able to do upon completing the lessons. They are derived from the standards, reflect both declarative and procedural knowledge, and illustrate the careful attention that has been given to “teasing apart” the complexity of ideas contained within standard statements.

Column four includes a brief description of the lesson. It provides an overview of some of the teaching and learning activities that are designed to occur within the classroom.

National Standards For Thinking and Reasoning

Understands and applies the basic principles of presenting an argument

1. Recognizes when a comparison is not fair because important characteristics are not the same

National Standards for Economics

Understands that scarcity of productive resources requires choices that generate opportunity costs

2. Knows that productive resources are all natural resources, human resources, and capital resources used to produce goods and provide services
3. Understands that goods and services are scarce because there are not enough productive resources to satisfy all of the wants of individuals, governments, and societies.
4. Understands that choices usually involve trade-offs; people can give up buying or doing a little of one thing in order to buy or do a little of something else

Understands characteristics of different economic systems, economic institutions, and economic incentives

5. Knows that households (i.e. individuals or family units), as consumers buy goods and services from business firms
6. Understands that all societies have developed various economic systems in order to allocate their resources to produce and distribute goods and services, and there are advantages and disadvantages to each type of system

Understands basic features of market structures and exchanges

7. Knows that competitive markets are those with many buyers and sellers, where no one person or firm controls prices or the number of products for sale
8. Understands that money reduces the problems barter faces because money is easy to divide, carry, and store
9. Understands that money makes it easier to compare the value of a different kinds of goods and services and allows people to save purchasing power for a later time because it can easily be traded for goods and services at any time

Understands the concept of prices and the interaction of supply and demand in a market economy.

10. Understands that scarce goods and services are allocated in a market economy through the influence of prices on production and consumption decisions.
11. Understands the “law of demand” (i.e., an increase in the price of a good or service encourages people to look for substitutes, causing the quantity demanded to decrease, and vice versa.)

National Standards for Civics

Understands how the United States Constitution grants and distributes power and responsibilities to national and state government and how it seeks to prevent the abuse of power

12. Understands that the Constitution is a written document which states that the fundamental purposes of American government are to protect individual rights and promote the common good
13. Knows that the Constitution describes how the government is organized, defines and limits the powers of government, and is the highest law in the land

Connecticut Related Content Standards Grades 5-8

Content Standard 13: Limited Resources

Students will demonstrate that because human, natural, and capital resources are limited, individuals, households, businesses and government must make choices.

Educational experiences in Grades 5-8 will assure that students:

1. Explain that households, businesses, governments and societies face scarcity just as individuals do.
2. Define opportunity and cost, giving examples.
3. Illustrate how resources can be used in a variety of ways.

Content Standard 14: Economic Systems

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

Educational experiences in Grades 5-8 will assure that students:

1. Explain how different economic systems (traditional, market and command) use different means to produce, distribute and exchange goods and services.
2. Describe the relationships among demand, supply and price and their roles in a market system.
3. Identify how fundamental characteristics of a market system (e.g., private property, profits and competition, businesses, labor, banks and government) influence decision making.
4. Identify governmental activities that affect the local, state, national and international economy.
5. Describe how, in a market system, government enforces property rights and provides for standardized systems (e.g., weights and measures, and money).

GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS

Content Standard 15: Economic Independence

Students will demonstrate how the exchange of goods and services by individuals, groups and nations creates economic interdependence and how trade results in change.

Educational experiences in Grades 5-8 will assure that students:

1. Explain how specialization leads to more efficient use of economic resources and economic growth.
2. Explain why trade encourages specialization.
3. Explain how specialization increases interdependence among producers, consumers and nations and consequently leads to a higher standard of living.

Lessons	Standards	Lesson Principles	Lesson Description
1 (CORE) 1 hour, 30 minutes	1	<ul style="list-style-type: none"> • Humans all have needs and wants. • Needs and wants are not the same for all people at all times in their lives. (AID) 	This first lesson focuses on the concepts of human needs and wants. Through an activity students gain insight into their own needs and wants and then categorize the needs and wants for a person at a different stage of life than their own. The activity will enable students to see that needs and wants differ according to age and other variables.
2 (CORE) 1 hour, 45 minutes	1	<ul style="list-style-type: none"> • Needs and wants have a prioritized order. 	Students learn about the concept of hierarchy and then research Maslow's Hierarchy of Needs in small groups. Groups explore Maslow's concept on the Internet and explain what it means in an oral presentation. Finally, students relate the hierarchy to their everyday lives, emphasizing that needs and wants have a prioritized order.
3 (CORE) 1 hour 15 minutes	1	<ul style="list-style-type: none"> • Needs and wants have a prioritized order. 	In this lesson students apply and reinforce their knowledge of Maslow's Hierarchy of Needs by playing a game similar to Bingo. The game requires them to correctly associate pictures with levels of human needs. After playing the game in a large group, an individual post assessment measures individual student understanding of the concept.
4 (CORE/ CONNECTIONS/ AID) 2 hours 30 minutes	6	<ul style="list-style-type: none"> • Human needs and wants are met through economic systems. 	Students work with a partner or two as they research and define an economic concept. Groups create a product that helps define the concept they have been assigned. Upon completion, they pair themselves with students from other groups until each student interacts with ten other groups and covers all eleven economic concepts. An AID activity invites students who are already familiar with the concepts to create an economic concepts crossword puzzle.
5 (CORE/ IDENTITY/AID) 3 hours 10 minutes	3, 5, 6 CT Standards: 13	<ul style="list-style-type: none"> • Humans have economic needs and wants • Resources are limited. • Economic systems are a population's way of exchanging goods and services. 	In groups students use the knowledge they have gained about human needs and wants by working in one of three simulated scenarios: an uncharted island, a state before European contact, or a colony in outer space. Each scenario requires that students solve problems regarding human needs and wants and how to fulfill them within the context of a limited resource situation. Students choose their job in the group based on their strength areas. An AID opportunity allows those students to include more detail and complexity in their presentations.
6 (CORE/ CONNECTIONS/ AID) 4 hours 15 minutes	2, 3, 5 CT Standards: 13	<ul style="list-style-type: none"> • Every state has resources. • Resources are essential to an economic system. • There are three types of resources <ul style="list-style-type: none"> ◦ natural ◦ capital ◦ human 	This lesson introduces state economics. It builds on the general knowledge of economics that students learned in the first five lessons. Students research information about their state's natural, human, and capital resources, both in encyclopedias and in other nonfiction books. They also write letters asking for information on these resources to a State Department contact person. Students then evaluate the references they used.

Lessons	Standards	Lesson Principles	Lesson Description
7 (CORE/AID) 3 hours, 55 minutes	2, 3, 7 CT Standards: 14	<ul style="list-style-type: none"> States produce goods and services from resources. There are patterns and/or trends to the products, goods and services in a given state. (AID) 	Students learn more about their state's products, goods and services as they work in small groups. After competing groups research an information source for products, goods, and services, they pool their information with other groups to give the entire class a comprehensive list of their state's products, goods, and services. Groups then seek to find and understand any patterns or trends in the state's products, goods, and services by grouping them into types and charting the growth or decline of those types.
8 (CORE/ PRACTICE/AID) 2 hours, 15 minutes	8, 9, 11 CT Standards: 14, 15	<ul style="list-style-type: none"> Economic systems are systems built on exchange. In most places in our state, money has replaced barter as a more efficient method of exchange. 	A simulation activity allows students to observe an intrastate system of exchange, an interstate system of exchange and finally the federal system of exchange. Students will realize why the federal system of exchange is necessary. An AID opportunity invites students to investigate examples of present day barter exchange.
9 (CORE/AID) 1 hour, 15 minutes	6, 10 CT Standards: 14, 15	<ul style="list-style-type: none"> There are three kinds of economic systems of exchange: traditional, command and market. Connecticut uses a market economic system. 	In a constructivist group activity students learn about a particular kind of economic system by making a product using the guiding principles of that economic system. Groups then present their product to the other groups who evaluate it according to the guidelines for that economic system. Students are thus exposed to two other economic systems in addition to the one they used. An AID opportunity invites students who need more challenge to investigate the economic system of their state. A post assessment tests students on all three economic systems that have been presented.
10 (CORE/ PRACTICE) 5 hours, 35 minutes	3, 4, 10, 11 CT Standards: 13, 14	<ul style="list-style-type: none"> State economic systems cannot meet all of the needs of the population. 	This lesson focuses on the Creative Problem Solving Process. Students learn what the process is and how to apply it to an economic problem. In groups they act as junior economists by identifying a state economic problem related to scarcity. Using the Creative Solving Process they then develop a proposed solution to the problem as well as a product that exemplifies this solution. After careful revisions, the finished articles are directed to an appropriate state agency.

Lessons	Standards	Lesson Principles	Lesson Description
11 (CORE/AID) 1 hour, 25 minutes	2, 6 CT Standards: 14, 15	<ul style="list-style-type: none"> States' resources have similarities and differences. States' systems of economics have things in common. 	Students apply the knowledge they have learned about their state's economic system and research another state to create a "State Sack." To create the sack, students must access information, create a Venn diagram comparing the state to their home state and then transform ideas, such as a state's goods and services, into exemplary objects. The finished state sacks are share with the entire class. An AID opportunity invites students to create mini sacks of states that were not featured. The lesson concludes with generalizations that can be drawn about the economic systems of all of the states.
12 (CORE/AID/ CONNECTIONS) 1 hour, 55 minutes	7, 12, 13 CT Standards: 14	<ul style="list-style-type: none"> The United States' economic system shares the same basic elements as the economic systems of the individual states. Our country uses a market economy. Our system of government supports a market economy. 	Students examine section of the United States Constitution that support a market economy system and then apply this knowledge when they play a matching game in teams. The game provides a review of the key points in a market economy system as well as a learning tool for understanding certain sections of the United States Constitution. As the students play the game, they begin to synthesize the information from both sources and reach a deeper level of understanding of the economic system of the United States.
13 (CORE/IDENTITY) 3 hours, 10 minutes	6, 9, 10, 11 CT Standards: 14, 15	<ul style="list-style-type: none"> There are a limited number of types of economic systems All economic systems have common features Government is involved with economic systems. 	This lesson serves as a culmination of the unit and asks students to reflect upon the concepts and principles they have learned and applied. Students then synthesize these ideas and create a product(s) that reflects the specifics from these concepts and generalizations.
14 (CORE/ CONNECTIONS/ AID) 1 hour, 50 minutes	6 CT Standards: 14	<ul style="list-style-type: none"> Systems is a universal theme and applied in all disciplines. There are many types of systems Economic systems is one type of systems. 	In the final lesson of the unit students make connections to the universal theme of systems with other disciplines. An umbrella is used as a metaphor for systems and the different ribs are labeled with other subjects, math, science, music, etc. Students each create a raindrop for the umbrella that names a discipline and a system within that area. A post assessment asks students to make a content map that shows their knowledge of the main concepts of economic systems and state economics. A debriefing session stresses universal themes, especially the one of systems and celebrates the hard work and learning that the students have accomplished.

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Needs and Wants

CORE

Time Allocation: 1 hours, 30 minutes
(Lesson 1)

10 hours, 10 minutes
(Module 1)

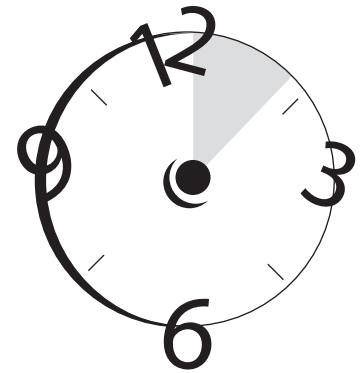
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Module Overview

This module is an overview of economics which focuses on six of the most basic concepts in the unit: systems, needs, wants, resources, economics and economic systems. It continues with activities and a simulation to apply these concepts. The beginning of the module deals with the basics of needs and wants. It continues with prioritizing these needs and wants. The lessons include an original game to help imbed the understandings. The activities culminate in a student selected simulation scenario. Each simulation scenario requires that the students solve problems pertaining to human needs and wants and proceed to fulfill them within the context of a limited resource situation. The three settings of the scenarios are an uncharted island, a state before European contact, or a colony in outer space.

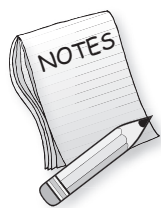
During the course of the module the students work individually, in small groups and as a whole class. In the small groups each student will take on different responsibilities for the group. Groups will present their work to the other groups, thereby reinforcing the basic ideas that are essential to all groups and the learning experience. Students will be called upon to evaluate each other as well as themselves during presentations.

For the success of all of the educational experiences in this unit, it is important that the students' strength areas, prior knowledge, interests and choices be taken into account as delineated in each lesson's guidelines. Every attempt has been made to provide all of the supplementary materials the teacher may need including instructional, extension and assessment materials. Supplies required for the module are basic to most learning situations and generally do not require extraordinary finances or objects.



BIG IDEA

**What's the difference
between needs and wants?**



Lesson Overview

The lesson focuses on the concepts of human needs and wants. Through an activity, **Can You Tell the Difference?** Part I, students gain insight into their own needs and wants. In Part II of the activity they categorize the needs and wants for a person at a different stage of life than theirs. During the activity, they will work alone part of the time, with a partner or small group part of the time, and finally with the entire class for the remaining time. The activities will enable students to see that needs and wants vary according to age and other variables.

Guiding Questions

- What are needs?
- How are needs the same as and different from wants? (AID)
- What are wants?
- How are wants the same as and different from needs? (AID)
- Are needs and wants the same for people of different ages?
Why or why not?

Content Goals

Universal Theme

- Systems

Principles and Generalizations

- Humans have needs and wants. (area of emphasis)
- Needs and wants are not the same for all people at all times in their lives. (AID)

Concepts

- Needs
- Wants

Teacher Information

- Humans have needs and wants.
- Needs vary according to age and other variables.

General Economics

Skills

- Analyze
- Define
- Diagram
- Use a dictionary
- Evaluate
- Reason persuasively
- Sort

Materials and Resources

1. Pencils
2. Dictionaries
3. Geisel, Theodore Seuss (Dr. Seuss). (1971). *The Lorax*. Random House Books for Young Readers. (ISBN#0394823370)
4. **Can You Tell the Difference? Part I, Can You Tell the Difference? Part II** and **Can You Tell the Difference?** (Sorting Page for Part II)



Name _____

Date _____

Can You Tell the Difference? Part I

Directions:

Read *all* of the words and phrases in the “List of Needs and Wants” below carefully. Think carefully. Sort the words or phrases from the list below into the boxes to show which ones are needs, which ones are wants and which ones could be neither or both. Be ready to explain your choices.

List of Needs and Wants:

- | | | | |
|---------------|----------------|--------------|-------------------|
| 1. hamburger | 14. thinking | 27. grains | 40. pencils |
| 2. milk | 15. some rules | 28. meat | 41. gel pens |
| 3. water | 16. music | 29. fish | 42. toys |
| 4. juice | 17. art | 30. cheese | 43. boots |
| 5. air | 18. friends | 31. salt | 44. pizza |
| 6. bicycle | 19. family | 32. pancakes | 45. place to play |
| 7. basketball | 20. a car | 33. a coat | 46. happiness |
| 8. blankets | 21. a home | 34. jeans | 47. computer |
| 9. bed | 22. steak | 35. pants | 48. telephone |
| 10. sleep | 23. bread | 36. shoes | 49. television |
| 11. safety | 24. fruits | 37. Nike's | 50. electricity |
| 12. love | 25. vegetables | 38. shirts | |
| 13. knowledge | 26. cereals | 39. watch | |

Needs	Wants
Neither or Both	

Name _____

Date _____

Can You Tell the Difference? Part II

Directions:

Read ***all*** of the words and phrases in the “List of Needs and Wants” below carefully. Think carefully. This time you are ***not*** doing it for yourself. You are doing it as if you were one of the following kinds of people:

- a baby
- a teenager
- a single adult
- an adult with a family
- a great-grandparent

Your teacher will tell you which one you are to do.

Sort the words or phrases from the list below into the boxes to show which ones are needs, which ones are wants and which ones could be neither or both *for the type of person you have been assigned*. Be ready to explain your choices.

List of Needs and Wants:

- | | | | | |
|------------------|----------------|---------------|---------------------|------------------|
| 1. hamburger | 20. thinking | 39. pancakes | 58. A parent | 77. stove |
| 2. baby food | 21. some rules | 40. a coat | 59. Nintendo | 78. refrigerator |
| 3. milk | 22. peace | 41. jeans | 60. Monopoly | 79. salt |
| 4. water | 23. music | 42. pants | 61. computer | 80. pepper |
| 5. juice | 24. art | 43. dressed | 62. telephone | 81. ketchup |
| 6. air | 25. friends | 44. shoes | 63. television | 82. butter |
| 7. gravity | 26. family | 45. Nike's | 64. radio | 83. microwave |
| 8. bicycle | 27. a car | 46. shirts | 65. newspaper | 84. truck |
| 9. basketball | 28. a home | 47. watch | 66. electricity | 85. motorcycle |
| 10. stroller | 29. steak | 48. pencil | 67. gasoline | |
| 11. blankets | 30. potatoes | 49. gel pens | 68. good job | |
| 12. bed | 31. bread | 50. toys | 69. sports car | |
| 13. sleep | 32. fruit | 51. diapers | 70. jewelry | |
| 14. safety | 33. vegetables | 52. hat | 71. a cane | |
| 15. love | 34. cereal | 53. boots | 72. washing machine | |
| 16. to be needed | 35. grains | 54. pizza | 73. dryer | |
| 17. to be useful | 36. meat | 55. play | 74. microwave | |
| 18. study | 37. fish | 56. pride | 75. silverware | |
| 19. knowledge | 38. cheese | 57. happiness | 76. dishes | |

Name _____

Date_____

Can You Tell the Difference?

Sorting Page for Part II

Needs	Wants
Neither or Both	

General Economics

Preparation Activities

1. Introduce the unit's essential question, "Why should it matter to us what happens to matter?" Read the poem.
2. Photocopy the three supplemental pages so that there are enough for each student.
3. Photocopy the three supplemental pages so that there are enough for each student

Introductory Activities (10 minutes)

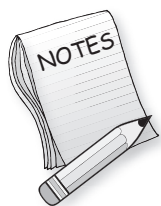
- Gather students together and discuss the ideas of human needs and wants.
- Ask questions such as the following examples to involve students:
 - What do you need?
 - What do you want?
 - How are they different?
 - How are they the same?
 - Are all people's needs and wants the same?
 - Do the needs and wants of people stay the same as they grow up? Why or why not?
- Do not try to come to any particular conclusion; just pique their curiosity.
- Explain to the students that they are entering a unit of study wherein they will learn a lot about needs and wants and how they are met.

Pre-assessment (20 minutes)

- Have students write and/or draw definitions for the words, "need" and "want."
- Ask students to explain in writing and/or drawing how needs and wants:
 - are the same
 - are different
 - might change over the lifetime of a person
 - might change in different places and time periods

SEARCHLIGHT: Be on the lookout for students who demonstrate an advanced understanding of the concepts. These students may be ideal candidates for the AID activities later in the unit.





Teaching and Learning Activities (50 minutes)

1. Evaluate the Pre-assessment by having students follow the format in #2
2. Before students begin inform them that you will be assessing the quality of their evaluations as well as their original work and their improvements. Give them your evaluation criteria at this time.
 - Keep it simple. For example:
 - o accuracy (worth 5 points)
 - o legibility (worth 2 points)
 - o helpfulness (worth 3 points)
3. Have students trade papers.
4. Instruct students to look up the words “need” and “want” in the dictionary
5. On a separate sheet of paper with their name on it, have students constructively comment on the accuracy of the content and the legibility of each item on the paper they are evaluating.
6. Explain that students doing the evaluating must explain the reasons for their comments and should *support their reasons with evidence* from the dictionary or another source.
7. After students have finished, they should return papers to owners with the evaluative papers attached.
8. Students who finish early or who got 85% or more correct on the Pre-assessment should use the extension at the end of this lesson.
9. Allow time for students to reflect upon the completed assignment and make improvements on their original answers if they wish to do so as a result of their colleague’s comments or their own learning from the process of evaluating another’s paper.
10. Inform students that they should now complete the activities in **Can You Tell the Difference Parts I and II.**



General Economics

11. Hand out the papers. Have students read over the directions to themselves first and then carefully explain the directions orally. Answer any questions clarifying the assignment.
12. Explain that Part I should be done alone. Part II can be done in pairs or small groups. Assign groups that best fit your students (interest, readiness, learning style).
13. Ask students why there was a difference between Part I and Part II of the assignment. Encourage discussion.

Products and Assignments

- Completed Pre-assessments
- Completed Supplemental Items 1 & 2

Extension Activities

This activity might be ideal for those students who got 85% or more correct on the Pre-assessment or those students who finish early.

- Read the Dr. Seuss book *The Lorax* and then in writing or pictorially, comment on the issue of wants vs. needs in the book. Include evidence from the book to support your points.

Debriefing and Reflection Opportunities (10 minutes)

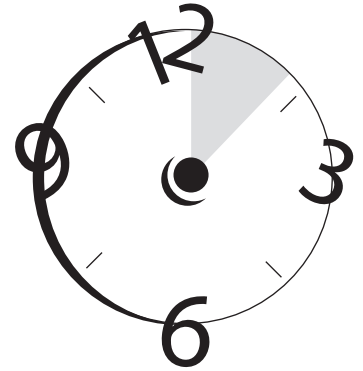
1. Gather class for a group discussion with teacher as questioner and a scribe noting down accurate response that target the principles, generalizations, and concepts listed for this lesson.
2. Ask students what needs are.
3. Ask students what wants are.
4. Ask students how they are different.
5. Ask how they are the same.
6. Ask what causes them to change.
7. Emphasize the following principles and concepts in the lists:
 - Humans have needs and wants
 - Needs and wants are not the same for all people at all times in their lives.
8. Directly instruct students in any of these principles and concepts that may not have been on their lists.

Maslow's Hierarchy of Needs

Parallel: Core

Time Allocation: 1 hour, 45 minutes

Required Materials and Resources on Page 165



Lesson Overview

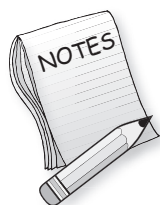
Students learn about the concept of hierarchy in this lesson and then research Maslow's Hierarchy of Needs in small groups. By using the Internet, groups explore Maslow's concept and explain what it means in an oral presentation to the class. The culminating activity of the lesson is for students to relate Maslow's Hierarchy of needs to their everyday lives, emphasizing that needs and wants have a prioritized order.

Guiding Questions

- Is there an order of importance to human needs and wants?
- If there is such an order of importance, what is it?



**What is the order of
importance for needs
and wants?**



Content Goals

Universal Themes

- Systems

Principles and Generalizations

- Needs and wants have a prioritized order

Concepts

- Needs
- Wants
- Hierarchy
- Priorities
- Maslow's Hierarchy of Needs

Teacher Information

- The idea of a hierarchy
- Maslow's Hierarchy of Needs is a theory of human behavior which states that humans must meet basic needs before they can go on to meet other higher needs. The categories and order of this hierarchy are:
 - o Physical – These are things required for the human organism to maintain homeostasis such as: gravity, air, food, body temperature maintenance (hence the need for clothing), sleep, reproduction and shelter.
 - o Safety – These things establish stability in a chaotic world. They include things such as: home, family and freedom from physical and psychological harm.
 - o Belonging/love - Humans are social creatures and have a deep desire to be part of a group. This desire includes being accepted by others, a need to be needed, and supportive relationships.
 - o Esteem - This level refers to satisfaction and belief in oneself as well as the approval and recognition of others and may include a need for power.
 - o Self-actualization – This is best defined as “the desire to become more and more what one is, to become everything that one is capable of becoming.” This state includes maximizing one's potential and embodies such things as seeking peace, knowledge, aesthetics, and a oneness with the universe.

General Economics

Skills

- Use a dictionary
- Apply knowledge from previous lesson
- Listen with comprehension
- Synthesize

Materials and Resources

1. Computers with Internet access (or hard copy equivalents)
2. Dictionaries
3. General drawing materials
4. Paper
5. Pencils



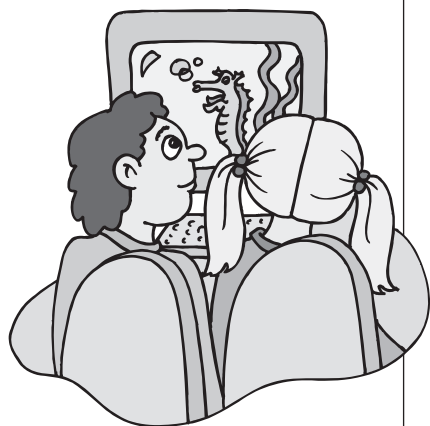
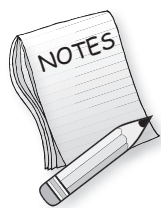
Preparation Activities

1. Gather together the materials listed above.
2. Place them in an accessible location for the students to take as needed.
3. If you do not have computers available to your class, then you will need to bring in hard copies in sufficient quantities to give each group a few choices of sites.
 - You may be able to accomplish this by finding a few appropriate sites on the Internet at your public library or at your home.

Introductory Activities (20 minutes)

- Begin the lesson by gathering the students together and saying something like the following:
 - o In the previous lesson we learned about needs and wants.
 - o In this lesson we will find out about a hierarchy of needs.
- Write the word “hierarchy” on the board.
- Ask students if anyone knows what a hierarchy is.
- Encourage responses. If no one comes up with the correct definition, then allow students time to look up the word in a dictionary.
- Have a student read the definition
- (If you have more than one kind of dictionary in use, have each definition read.
- Lead a short discussion with the class on their interpretation of the definition.
- At this point in the process be accepting of most comments.

GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



- As a mini-assignment, have students write the definition in their own words.
- Invite students to share their definitions with the class if they are willing.

Pre-assessment

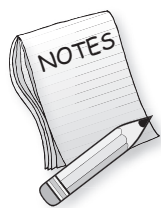
N/A

Teaching and Learning Activities (70 minutes)

1. With the entire class still as a group, say something like the following:
Now that you know what a hierarchy is we can find out about this particular one.
2. Write on the board, "Maslow's Hierarchy of Needs."
3. Ask students if they have any ideas what that is.
4. Listen to each response. Respond in a way that brings all ideas into the focus of the group and the concepts of this lesson.
5. Place students into groups based on the number of computers with Internet access that you have available.
6. Each group should have at least one of each of the following: computer adviser, leader, writer, artist, and speaker.
7. Assign roles in the groups according to student interest and strength. Be sure that everyone in the group has a job that he or she is capable of doing.
8. You may wish to create more jobs in the groups to tap all of the student's strengths
9. Direct groups to look up the phrase, "Maslow's Hierarchy of Needs" on the Internet through a search engine, or you may wish to preview the sites and then have them choose from a few sites that you have pre-selected. There are many sites that will give this information.

General Economics

10. Encourage different groups to use different sites.
11. If you do not have Internet access available for your students, go to one yourself at home or at a public library and print out several different sites' versions. Copy them and hand them out to the groups. (In this case you would eliminate the role of computer adviser in the student groups.)
12. The responsibilities for the group members are as follows:
 - The computer adviser does the actual searching for an appropriate site.
 - The leader keeps things going.
 - The writer condenses and records information.
 - The artist illustrates the information.
 - The speaker presents the information to the class.
13. The group is responsible for finding and presenting the following information:
 - The name and address of the website that the group used
 - A brief description of who Maslow was and when he lived
 - A description and explanation of what Maslow's Hierarchy of Needs is including all of its parts, what they mean, and when it was originally written
 - A picture or diagram that describes the hierarchy
14. The presentation to the class should follow these guidelines:
 - A maximum of three minutes in length
 - Clear and expressive speaking
 - Logical order for information
15. Allow approximately one hour for the presentations, evaluations, and questions. Presentation should be made one group at a time. Inform students that they will be evaluated according to the list of things you told them to include in the project as well as the speaking presentation skills in #14.
 - Name and address of the website
 - Brief description of who Maslow was and when he lived
 - Description and explanation of what Maslow's Hierarchy of Needs is including all of its parts and what they mean and when it was originally written



- Picture or diagram that describes the hierarchy

16. Remind students that respectful and careful listening must be observed during presentations and advise them that they will be using the information from the different presentations at a concluding activity.

17. Allow time for questions.

Products and Assignments

- Student definitions of *hierarchy*
- Group presentations on Maslow's Hierarchy of Needs

Extension Activities

N/A

Post Assessment

Oral presentations of group work serve as a post assessment for the lesson.

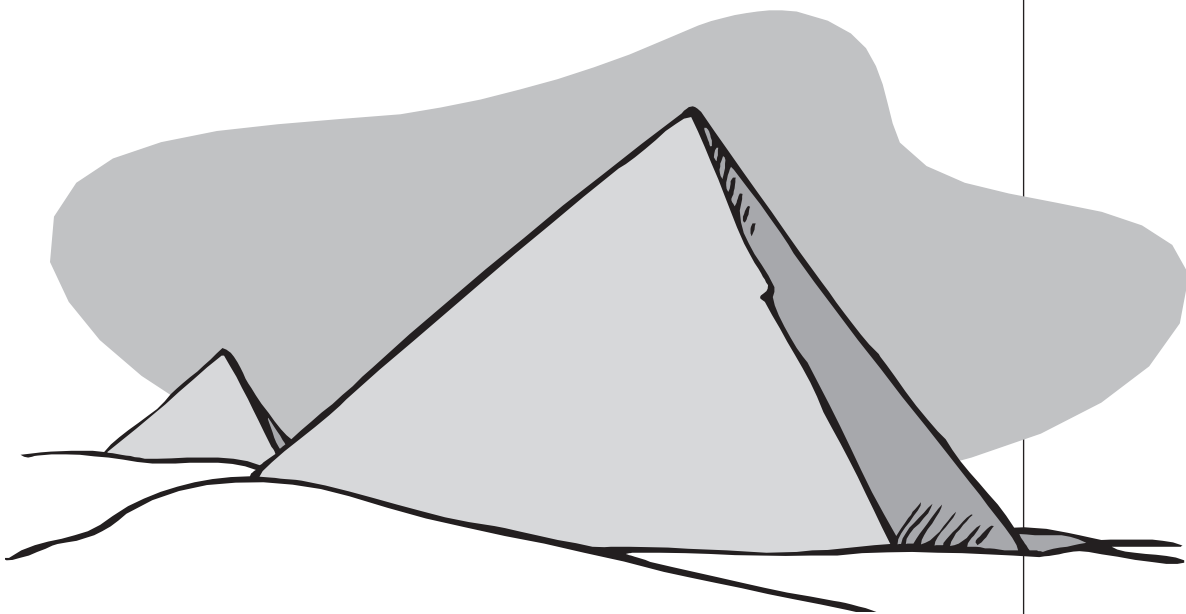
Debriefing and Reflection Opportunities (15 minutes)

1. Gather entire class.
 2. Ask students to cite information that was constant in all of the presentations.
 3. Write this information on the board
 4. Have students cite information that was different in the presentations. Write this information on the board
 5. Invite students to hypothesize reasons for the differences
 6. Ask them to give evidence to support their hypotheses.
 7. Emphasize anything in their lists that uncovers the principle, *Needs and wants have a prioritized order.*
 8. Share with students that this principle is the most important thing to remember from the lesson
 9. If this principle is not in their lists, then you must directly instruct the principle and explain its high level of importance.
 10. Emphasize the relationship between Maslow's Hierarchy of Needs and students' everyday lives.
- Ask students, "In what ways is Maslow's Hierarchy of Needs at work in your everyday life?"



General Economics

- List responses.
 - Invite students to sort the responses into the different levels of the hierarchy.

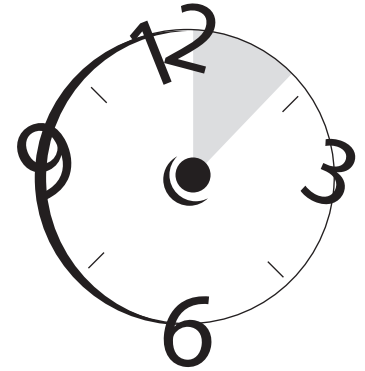


Maslow's Hierarchy of Needs

Parallel: Core

Time Allocation: 1 hour, 15 minutes

Required Materials and Resources on Page 165



Lesson Overview

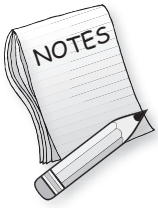
In this lesson students apply and reinforce their knowledge of Maslow's Hierarchy of Needs by playing a game. The game which is similar in format to Bingo requires them to correctly associate pictures with levels of human needs in Maslow's Hierarchy of Needs. After playing the game in a large group, an individual post assessment measures individual student understanding of the concept.

Guiding Questions

- Is there an order of importance to human needs and wants?
- If there is such an order of importance, what is it?

BIG IDEA

**Needs and wants have
a prioritized order.**



Content Goals

Universal Themes

Systems

Principles and Generalizations

Needs and wants have a prioritized order

Concepts

- Needs
- Wants
- Hierarchy
- Priorities
- Maslow's Hierarchy of Needs



Teacher Information

- The idea of a hierarchy
- Maslow's Hierarchy of Needs is a theory of human behavior which states that humans must meet basic needs before they can go on to meet other higher needs. The categories and order of this hierarchy are:
 - o Physical – These are things required for the human organism to maintain homeostasis such as: gravity, air, food, body temperature maintenance (hence the need for clothing), sleep, reproduction and shelter.
 - o Safety – These things establish stability in a chaotic world. They include things such as: home, family and freedom from physical and psychological harm.
 - o Belonging/love - Humans are social creatures and have a deep desire to be part of a group. This desire includes being accepted by others, a need to be needed, and supportive relationships.
 - o Esteem - This level refers to satisfaction and belief in oneself as well as the approval and recognition of others and may include a need for power.
 - o Self-actualization – This is best defined as “the desire to become more and more what one is, to become everything that one is capable of becoming.” This state includes maximizing one's potential and

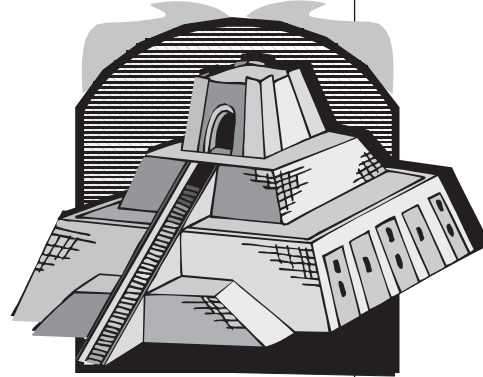


General Economics

embodies such things as seeking peace, knowledge, aesthetics, and a oneness with the universe.

Skills

- Analyze
- Apply knowledge
- Evaluate
- Follow directions
- Sort
- Synthesize

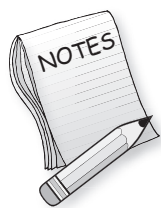


Materials and Resources

1. Pictures that are examples of the hierarchy of needs (provided)
2. Game hierarchy boards for students – You can create one by making a triangle with one block at the top of actualization, two blocks below it for esteem, three blocks below that for belonging, four block below that for safety, five blocks below that for physical. Make the blocks large enough so that they are easily seen
3. Tokens that will fit in the squares (small plastic circles often available as math manipulatives or cut up pieces of paper)
4. Chart with Maslow's Hierarchy of Needs -- you can find one by going to <http://www.google.com/> Click "Images," and put in Maslow's Hierarchy of Needs. Choose one that features the five aspects that have been discussed: Physical, Safety, Belonging, Esteem, and Self-actualization. Once you have printed it, you might want to enlarge it so the class can see it easily.

Preparation Activities

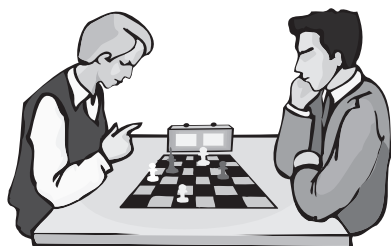
1. Make copies of the hierarchy game sheets for the class.
2. If possible laminate them so that they will be durable.
3. Cut pictures to separate them.
4. Make copies of the pictures.
5. Enlarge the pictures, as they need to be seen by the whole class.
6. Laminate the pictures for durability.
7. Collect at least 21 tokens per student in your class.
8. Make a chart displaying Maslow's Hierarchy of Needs.
9. Familiarize yourself with the game.
 - The game in this lesson called, "Maslow" is somewhat similar to Bingo.



- Its purpose is to help students embed the concept of a hierarchy of human needs.
- To play the game the teacher holds up one of the pictures provided.
- Pictures should be chosen at random.
- Students cover a square on their hierarchy card at the level they think corresponds with the picture by putting a token on any square in that level.
- Students must discern what need area the picture reflects in order to correctly cover a space.
- If the student is not sure which level corresponds to the picture, he/she may place a token over one of the spaces at the bottom row as a kind of wild card because all of the pictures involve human needs.
- Keep all of the pictures that have been shown to the side in a pile, in the order that they were shown to the students.
- When a student has his/her hierarchy card filled, the student calls out, “Maslow.”
- Before the student is declared a winner, you need to check over the pictures that have been shown to see if the student has the right number of the right squares covered. If so, that student is the winner of that round. If not, the game continues until someone legitimately fills his/her hierarchy card.

Introductory Activities (5 minutes)

- Gather class together and say something like the following:
- Today we are going to play a game which uses what we have learned about Maslow and his hierarchy.
- It is called, “Maslow” and works a little like Bingo.
- Instruct the students in the game.
- Hand out materials for the game.
- Hand out a game hierarchy paper to each player.
- Hand out at least 21 tokens to each player.
- Put the pictures in an opaque container.
- You may wish to practice the game with a few pictures before the game is played for the first time.



General Economics

Pre-assessment

N/A

Teaching and Learning Activities (30 minutes)

1. Have students prepare their materials to play the game “Maslow.”
2. Play the game for about 30 minutes.

Products and Assignments

Student post assessments, drawn, spoken or written

Extension Activities

N/A

Post Assessment (20 minutes)

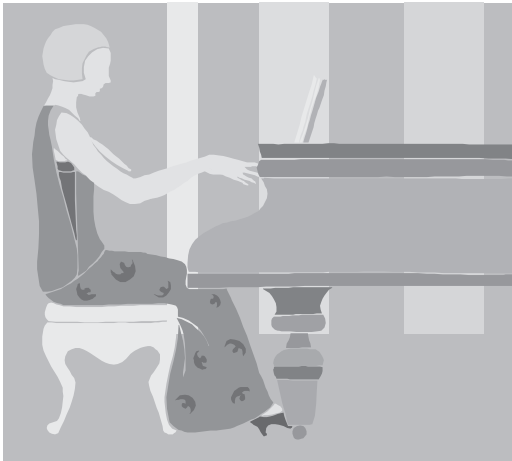
Short comprehension and remembering assessment that consists of three parts

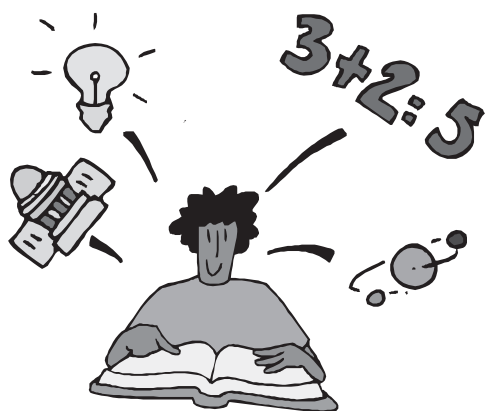
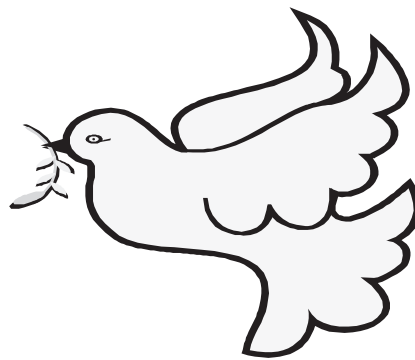
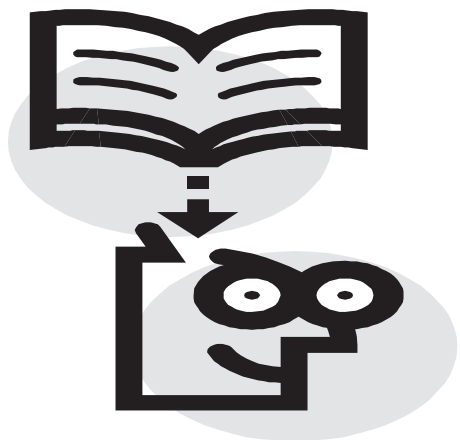
- Have students write, draw, speak to you privately or into a tape recorder, the names of the levels of “Maslow’s Hierarchy of Needs.”
- Have students write, draw, speak to you privately or into a tape recorder, their definition of each of the levels.
- Have students write draw or speak, three examples of each of the levels.

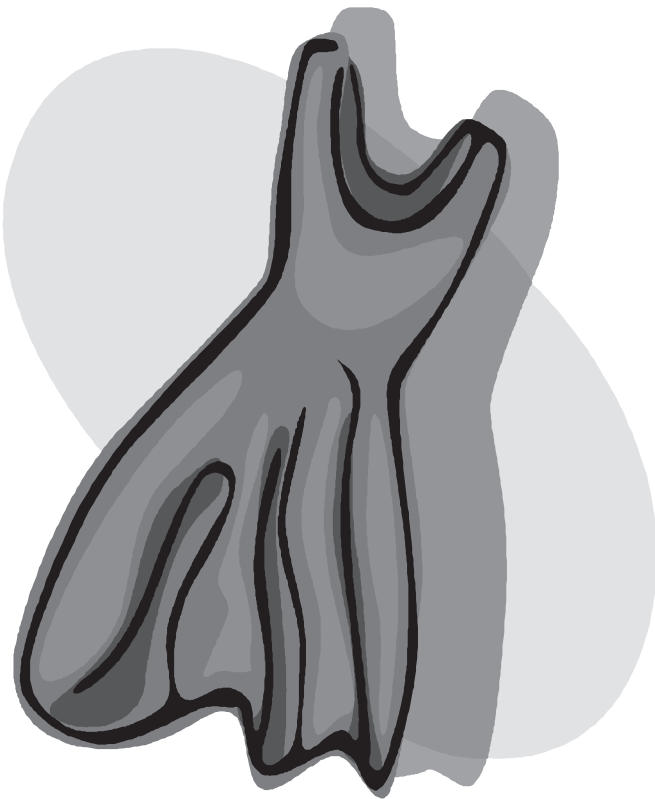
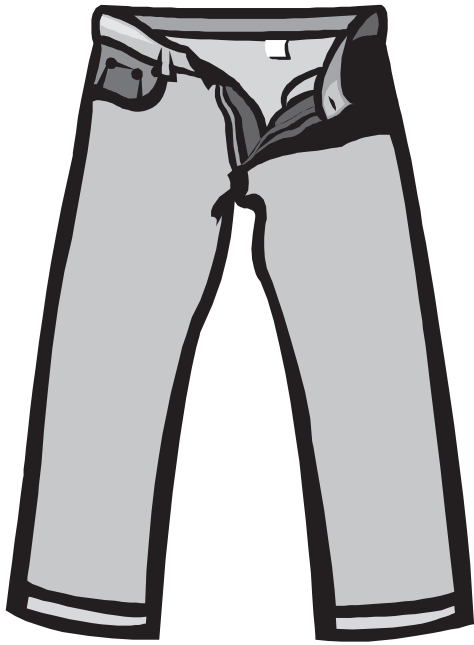
Debriefing and Reflection Opportunities (20 minutes)

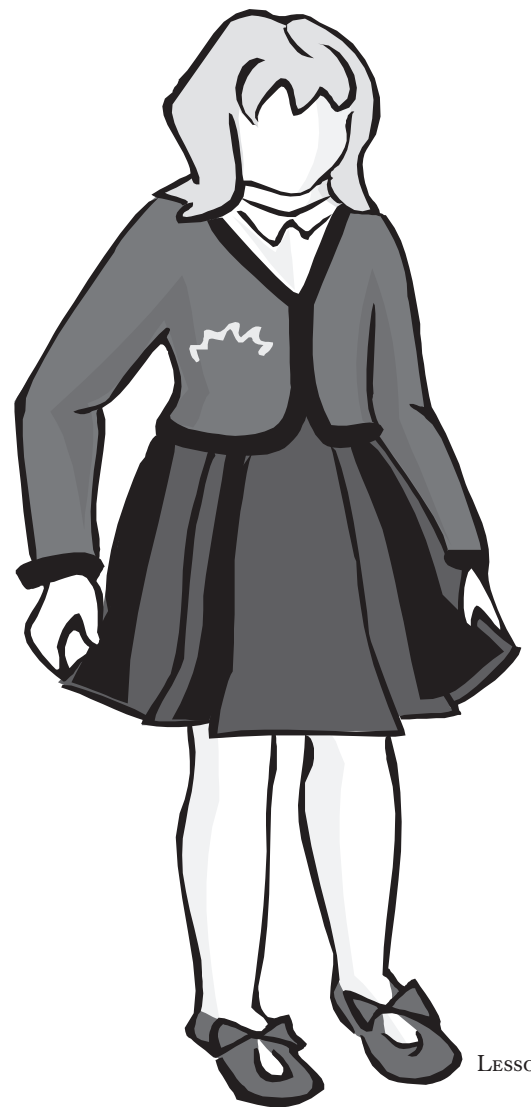
1. Gather whole class together and review the following:
 - List the parts in the right order, define, and give examples of, “Maslow’s Hierarchy of Needs.”
 - Compare these to the previous presentations from the dictionary and Internet.
 - Rate yourselves as a class on comprehension of the concepts of needs and wants.
2. Give evidence to support your ratings.
3. Make sure students understand that this hierarchy is the most important part of this lesson.

Pictures for “Maslow” game

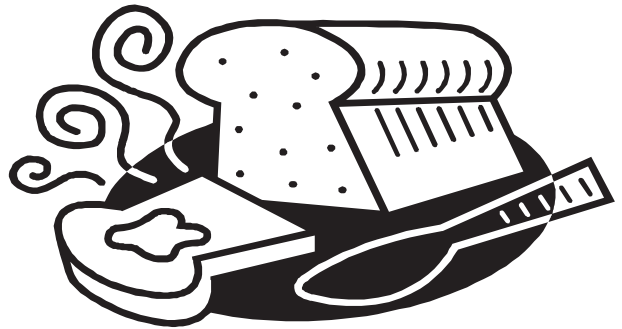
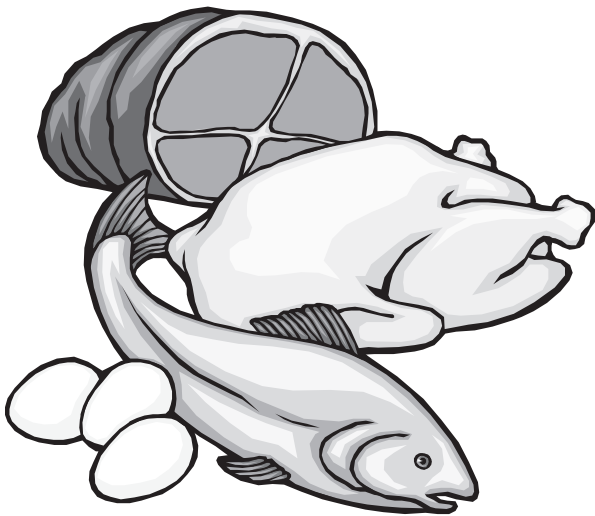
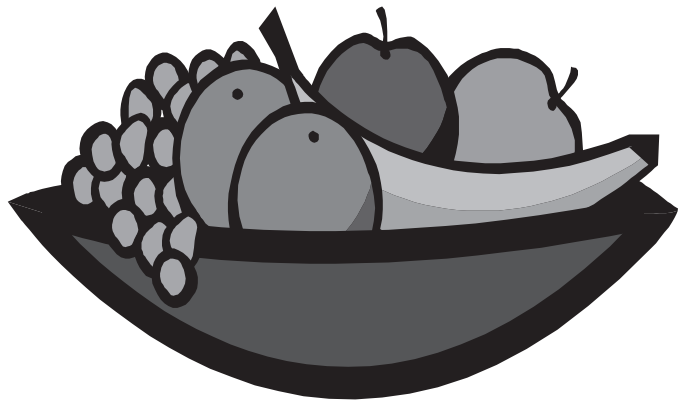
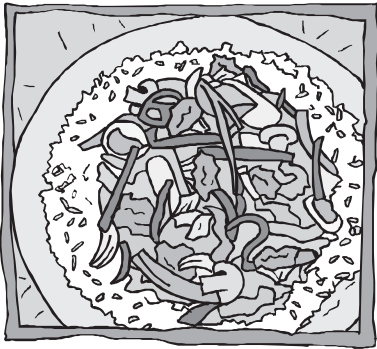


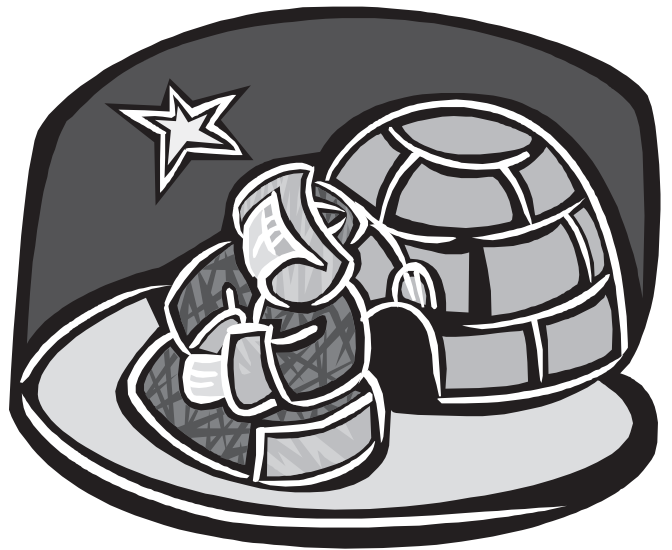




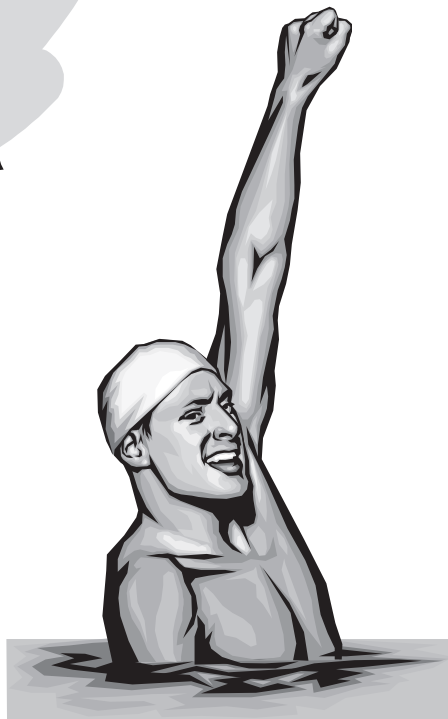














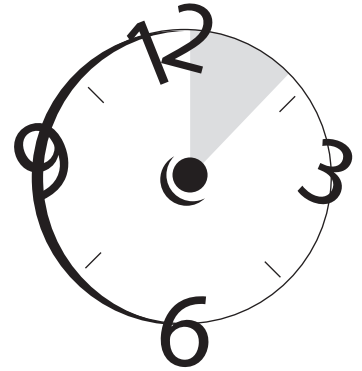


Defining and Sharing Economic Ideas

Parallel: Core/Connections/AID

Time Allocation: 2 hours, 30 minutes

Required Materials and Resources on Page 165



Lesson Overview

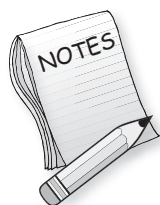
Students work with a partner or two in this lesson as they research and define an economic concept. The student pairs, or triads, create a product that helps define the concept they have been assigned. Upon completion, they pair themselves with students from other groups until each student interacts with ten other groups and covers all eleven economic concepts. An AID activity invites students who are already familiar with the concepts to create a crossword puzzle using the key words as well as other economic concepts.

Guiding Questions

- What is a system?
- What is economics?
- What is an economic system?
- What is a system of exchange?
- What is barter? (AID)
- What are resources?
- What is scarcity?
- What are goods?
- What are services?
- What is production?
- What are consumers?

BIG IDEA

Economic Concepts



Content Goals

Universal Themes

Systems

Principles and Generalizations

Human needs and wants are met through economic systems.

Concepts

- Needs
- Wants
- Systems
- Resources
- Goods
- Services
- Production
- System of exchange
- Economics
- Economic system



Teacher Information

You will need the meanings for the following words and phrases:

- Economic systems
- Economics
- Goods
- Production
- Resources
- Services
- System
- System of exchange

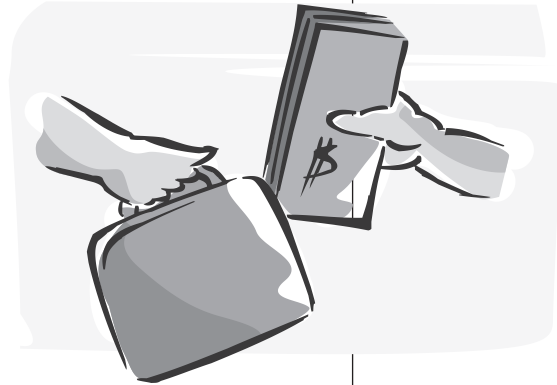
Skills

- Cooperate with others
- Research
- Present
- Use a dictionary

General Economics

Materials and Resources

1. Reference books that when used together contain the words: system, resources, economics and economic systems
2. Dictionaries
3. Glossaries from social studies texts
4. Other age appropriate reference materials
5. General arts and crafts supplies,
6. Dress up clothes
7. Puppets and masks
8. Graph paper for the Extension Activity



Preparation Activities

1. Collect and centrally locate reference books.
2. Gather general arts and crafts supplies and place them where they are available to students.
3. Collect and centrally locate dress up clothes, puppets and masks. “Maslow.”

Introductory Activities (5 minutes)

N/A

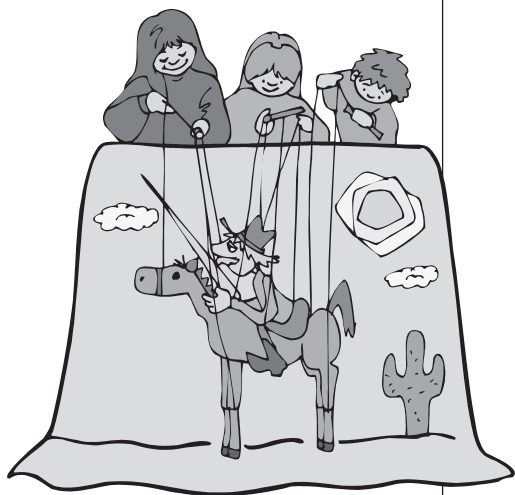
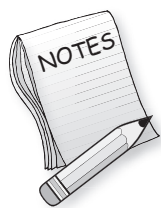
Pre-assessment (30 minutes)

- Ask students to write or drawing the meanings of the following words: system, resources, goods, services, production, scarcity, consumers, barter, and system of exchange, economics and economic system.
- Have students share responses to the pre-assessment by reading, presenting, or acting out their responses to the words.
- Evaluate the pre-assessment responses for degree of accuracy.
SEARCHLIGHT: Be on the lookout for students who have 85% or greater accuracy on the pre-assessment, as they may benefit from the Extension Activity.

Teaching and Learning Activities (60 minutes)

1. Break class up into eleven pairs or triads. There should be one pair for each of the eleven concepts in the pre-assessment.

GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



2. Place students in pairs or triads, by matching those who did not know the same words in the pre-assessment.
3. Instruct each pair or triad to research their assigned word. Tell them that they must explain the concept clearly and completely.
4. Next, inform students that each pair or triad must create a product that helps define their word. Product suggestions are as follows: characterization portrayal, drawing, game, mask, painting, poem, puppet, sculpture, story, written definition, other idea to be approved by the teacher.
5. Tell students that they should make their product in such a way that it can get their message across in two minutes or less.
6. After students have completed the assignment, rearrange the pairs or triads several times so that each student gets to tell his/her concept to each of the other students that was not in his/her original pair or triad.
7. For each re-grouping, students should inform their new partner of the meaning of their original group's concept through the use of the product that they made in the original pair or triad
8. Students may inform the new partner by using any of the methods that were given in the product suggestions section above.
9. Each student has two minutes to present to his/her new partner or group.

Products and Assignments

- Creative products and concept definitions from each pair or triad
- Crossword puzzles (AID)

Extension Activities

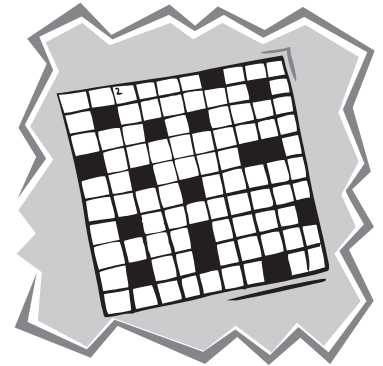
1. (AID) Have students who knew all eleven concepts on the pre-assessment create a crossword puzzle. Before beginning students must first research how crossword puzzles are structured.

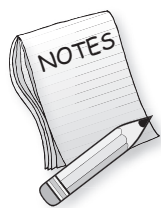
General Economics

2. After they have completed their research, students should begin to construct their puzzle in an interlocking fashion using graph paper
3. After they have completed their research, students should begin to construct their puzzle in an interlocking fashion using graph paper
 - a. Each of the 11 concepts must be included in the crossword puzzle.
 - b. Each word must have clues which are definitions of the words to be inserted into the puzzle.
 - c. Other subject related words must also be included in the puzzle.
 - d. All words in the puzzle must somehow be a part of the concept of economics.
 - e. The puzzle must be produced in a way so that other students can use it. This could be achieved by one of the following methods:
 - o using a crossword computer program,
 - o a word processor,
 - o neatly writing the puzzle and its clues on graph paper.
4. Photocopy the finished crossword puzzle for use by other students.
5. Save these crossword puzzles to be used as extra credit or as a short extension activity for students other than the puzzle's author.

Post Assessment (30 minutes)

- The post assessment measures the transfer of information through the short presentations.
- First, use the assessment page provided for each student.
- After students have completed the assessment, conduct a whole class brainstorm. Write the following words in plain sight of all students with plenty of room beneath each word for listing students' brainstormed ideas: systems, goods, services, production, resources, economics, scarcity, consumers, barter, economic systems and systems of exchange
- Have students brainstorm words and definition for each of the eleven words.
- Elicit help from eleven student scribes to record the brainstorming session. Each one is responsible for the ideas about his/her word.
- Have the class look over the tabulated lists.
- Ask if there is anything else that should be added to the lists. If so, add these to the lists.





Debriefing and Reflection Opportunities (30 minutes)

1. Have students look over the brainstormed lists
2. Through discussion, writing and rewriting, lead the class as a whole comes to come to a consensus as to a working definition for each of the eleven concepts.
3. Write these definitions in large letters and post them where all can see them for reference during the rest of the unit.
4. Emphasize the principles and generalizations listed below.
 - Human needs and wants are met through economic systems.
 - Economic systems include: goods, services, production and systems of exchange.
5. Be sure to clearly articulate that these are the most important things to know and remember from this lesson.
6. Emphasize the following concepts: economic system, economics, goods, production, resources, services, system of exchange, systems

Checklist for Products Defining Concept Words

Name of student who made the product: _____

Concept word the student presented: _____

Type of product: _____

Score choices are 0 through 5.

(0 = not yet there, 1 = beginning, 2 = fair, 3 = good, 4 = very good, 5 = excellent)

CRITERIA	criteria's VALUE	x	SCORE	=	TOTALS
----------	------------------	---	-------	---	--------

1. Clarity of definition			
2. Accuracy of information			
3. Degree of completion			
4. Comprehension by audience			
5. Neatness of product			
6. Time involved making the product			
7. Product originality			
8. Part of speech			

Grand Total

GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS

Assessment for Comprehension of Economics Word Definitions

Name _____

Date _____

Directions: Write or draw the definitions of the words listed below.

1. system
2. resources
3. economics
4. scarcity
5. consumers
6. barter
7. economic systems
8. goods
9. services
10. system of exchange
11. production (or productivity)

Rubric for Evaluating these Definitions

Score choices are 0 through 5

(0 = not answered, 1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent)

The definitions to the words listed above will be evaluated for:

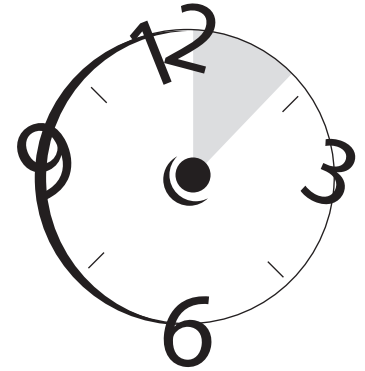
1. Completeness (value = 2x) **2.** Accuracy (value = 2x) **3.** Legibility (value = 1x)

An Economics Adventure

Parallel: Core/Identity/AID

Time Allocation: 3 hours, 10 minutes

Required Materials and Resources on Page 165



Lesson Overview

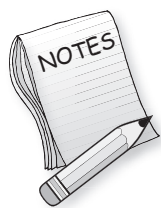
In this lesson students use the knowledge they have gained about human needs and wants by working in a group to solve problems in a simulated scenario. Student groups choose one of three scenarios: an uncharted island, a state before European contact, or a colony in outer space. Each simulated scenario requires that students solve problems regarding human needs and wants and how to fulfill them within the context of a limited resource situation.

Guiding Questions

- What are human needs and wants?
- How do people get them met?
- What are resources?
- How do they get to the people?
- How does a society organize and balance the meeting of peoples' needs with the resources available to that society?
- How do people decide what to produce trade and sell?

BIG IDEA

**Fulfilling Human Needs
and Wants when Resources
are Limited**



Content Goals

Universal Themes

Systems

Principles and Generalizations

- Humans have economic needs and wants.
- Resources are limited.
- Economic Systems are a population's way of exchanging goods and services.

Concepts

- Economics
- Economic systems
- Goods
- Human needs
- Production
- Limited resources
- Services
- System of exchange
- Structures
- Flow

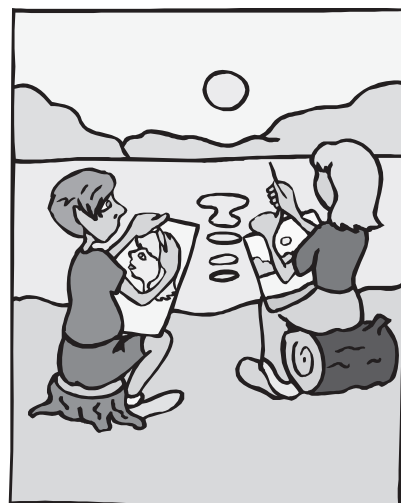
Teacher Information

You will need to familiarize yourself with the geography and climate for each of the following:

- Ocean island
- Planet or moon
- Your state prior to European contact

Skills

- Create
- Collect data
- Interpret data
- Reason deductively



General Economics

- Interact in group dynamics
- Reason inferentially
- Gather information from multiple resources
- Process information
- Organize
- Present
- Problem solve
- Summarize
- Communicate visually

Materials and Resources

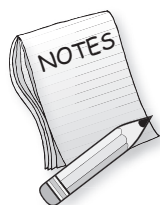
1. General art materials
 2. Scrap materials
 3. Lined paper
 4. Writing implements
 5. Poster board
 6. One or more books pertinent to the group scenario.
- Reading levels are provided to facilitate differentiation by reading readiness.)

- For the Uncharted Island scenario:

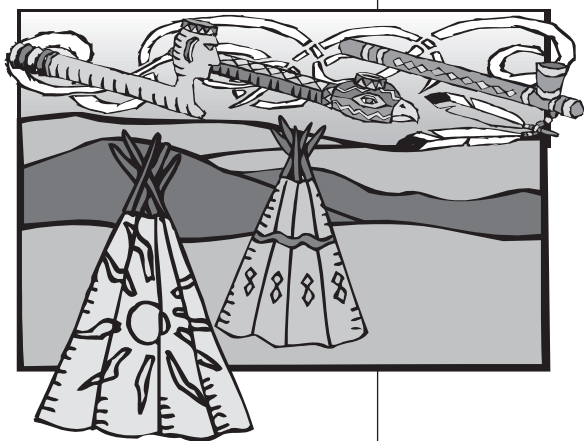
- Treasure Island by Robert Louis Stevenson, RL grade 5.5 (available free online at <http://onlinebooks.library.upenn.edu>)
- Robinson Crusoe by Daniel Defoe, RL grade 7 (available free online at <http://onlinebooks.library.upenn.edu>)
- Swiss Family Robinson, by Johann David Wyss, RL grade 5.5 (available free online at <http://onlinebooks.library.upenn.edu>)
- Shipwreck (Island Book 1), by Gordon Korman, RL grade 4 - 7 (approx. price \$4.50, ISBN# 0439164567)
- Nim's Island, Wendy Orr, RL grade 5 (approx. price \$10.50 ISBN#0375811230)
- Island of the Blue Dolphins, by Scott O'Dell, RL grade 5 (approx. price \$6.50, ISBN# 0440439884)
- Call It Courage, by Armstrong Sperry, RL grade 8 (although shorter and easier to read than Island of the Blue Dolphins) (approx. price \$5.00, ISBN# 0689713916)



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- For the *Exploring the New World* scenario: (You may wish to choose the one whose setting is closest to your geographic area.)
 - Mr. Tucket, by Gary Paulsen, RL grade 5 (approx. price \$5.00, ISBN# 0689713916)
 - Jamestown: New World Adventure, by James E. Knight, RL grade 4-7 (approx. price \$ 11.50, ISBN# 0808546589)
 - Patty Reed's Doll: the Story of the Donner Party, by Rachel K. Laurgaard, RL grades 5 (approx. price \$10.00, ISBN# 0961735724)
 - Old Crump, by Laurie Lawlor, ages 4 - 8 (approx. price \$12.00, ISBN# 0823416089)
 - Explorers and Settlers of Spanish Texas: Men and Women of Spanish Texas, by Chipman and Joseph, RL Young Adult (approx. price \$12.00, ISBN# 0292712316)
 - Black Settlers in Rural Wisconsin, by Sachary Cooper, RL grade 7 and up (approx. price \$4.00, ISBN# 0870201700)
 - Discovery and Settlement: Europe Meets the New World, by Gene Brown, RL grade 4 and up (approx. price \$21.00, ISBN# 080502574X)
 - A Little Commonwealth: Family Life in Plymouth Colony, by John Demos, RL grade 7 and up (approx. price \$13.00, ISBN# 019512807)
 - Encounters in the New World: A History in Documents, by Jill Lipore, RL grade 7 and up, collection of primary source documents (approx. price \$33.00, ISBN# 0195105133)
 - Early Stores and Markets, by Bobbie Kalman, RL grades 4-7 (approx. price \$9.00, ISBN# 086505004X)
 - Early Travel, by Bobbie Kalman, RL grades 4-7 (approx. price \$9.00 ISBN# 0865050082)
 - Early Settler Children, by Bobbie Kalman, RL grades K-3 (approx. price \$9.00, ISBN#0865050163)
 - Food for the Settler, by Bobbie Kalman, RL grades 4-7 (approx. price \$9.00, ISBN# 0865050120)

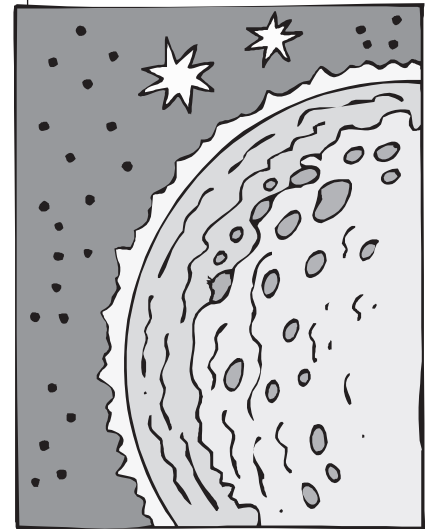


General Economics

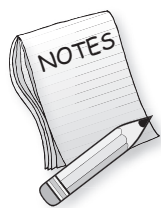
- For the Colonizing a Planet scenario:
 - How to Live on Mars, by Clive Gifford, RL grades 4-7 (approx. price \$5.00, ISBN# 053116201X)
 - Living on Other Worlds, by Gregory Vogt, RL grades 4-7 (approx. price \$23.00, ISBN# 0739831143)
 - What If We Lived on Another Planet, by Olive Macdonald, RL grades 4-7 (approx. price \$ 7.00, ISBN# 051623479)
 - Cities in the Sky: A Beginners Guide to Living in Space, by Sarah Angliss, RL grades 4-7 (approx. price \$9.00, ISBN# 0761307419)
- 7. Guidelines for a High Quality Presentation
- 8. Checklist for Evaluating Human Needs Simulation Projects

Preparation Activities

1. Evaluate student strength areas. (This is also listed as the preassessment.)
2. Assign students to medium or small groups so that there is a variety of strengths in each group and approximately the same number of students in each group.
3. Prepare students and practice the logistics of working in small groups. You will need to train them in any of the following procedures that are not already in place in your classroom.
 - How you will call them to attention
 - Where they should be and how they should function while listening to instructions
 - Where materials will be
 - Where to put projects in progress
 - Where to put finished products
 - When to go to you for help and when not to
 - Appropriate noise level while working
 - Clean up procedures
 - Reminder of general classroom rules
 - Anything else you think they will need to know to make the work flow smoothly
4. Gather the materials listed above.
5. Set them up in student accessible location(s).



GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



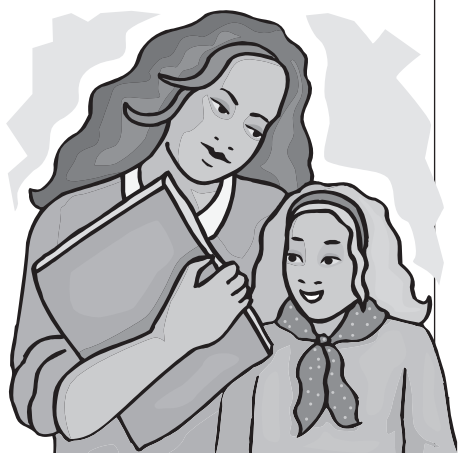
6. Purchase, borrow or get online, at least two books from each of the lists above.
7. Be sure that you have book from different reading levels to accommodate the reading readiness needs of your students.
8. Three large pictures or drawings:
(Suggestion Look on-line with www.google.com under “images,” copy and paste to “Word,” then select “File,” and “Print.” On the Print window go to “Zoom” and find “Pages per sheet.” Select 8 and print. This will enlarge the image to 8 pages. You then trim, arrange and tape the pages together. Be careful not to select a copyrighted image.)
 - One of a Pacific Island
 - One of somewhere that looks like your state before European contact
 - One of the surface of a planet or moon

Introduction Activities (10 minutes)

- Gather the whole class and explain that they are about to enter into a large project which will teach them about creating an economic system.
- Show the three pictures or drawings that look like a Pacific Island, your state’s terrain before European contact, and the surface of a planet or moon.
 - o Ask questions about what these places might have to do with economic systems.
 - o Accept and record all responses.

Pre-assessment

- This pre-assessment should be done prior to this lesson as part of your preparations.
- Determine strength areas of students. In doing so, consider the following:
 - o Students’ portfolios of work
 - o Students’ grades
 - o Observations you have made
- List strengths of each student in the Student Strength Areas.
- Notify students of their top two or three strength areas.



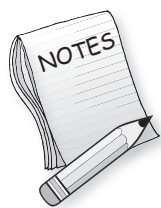
General Economics

Teaching and Learning Activities (2 hours, 25 minutes)

1. Assign groups. Explain that each group should have approximately the same number of students and a mixture of strengths represented.
2. Go over the procedure for functioning in a group and practice group interaction by playing a game like Simon Says or some similar game.
3. Hand out and have the students look over Supplemental Items 10, 11, and 12.
4. Instruct students to choose the scenario for their group by voting. The three scenarios are as follows:
 - Stranded on a secluded, unknown island (The Uncharted Island)
 - o Time period: the present
 - Settling an uncharted part of what is now your state (Exploring the New World)
 - o Time period: the past, before your part of the state was inhabited by Europeans
 - Colonizing a new planet (Colonizing the Planets)
 - o Time period: the future
5. After the vote, give the list of possible jobs for the group to the students of each group.
6. Students choose their job for the group based on their strength areas from the pre-assessment.
7. In order to encourage student motivation for those students who did not vote for the scenario that was chosen, allow these students to choose their job in the group first. Jobs needed for each group:
 - **Artist** - responsible for any and all artwork in the presentation
 - **Data Keeper** - responsible for keeping track of any data or measurements and getting them included in the presentation
 - **Demonstrator** - responsible for demonstrating or acting out ideas from the group in the presentation



GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



- **Group Organizer** - responsible for keeping the group organized and on task during the working process.
- **Imagineer** - responsible for thinking up ideas, elaborating on those ideas and creating new ideas out of ones that may seem unoriginal
- **Presenter** - responsible for the group's presentation to the class
- **Researcher** - one who looks up information and looks for patterns or trends in that information and suggests it to the group.
- **Scientist** - gathers any and all scientific information possible including the areas of biology, the environment, geology and physics
- **Summarizer** - brings information together from all of the other members of the group to make it make sense as one presentation that flows clearly.
- **Writer** - writes down any needed information for the group and writes the "script" for the presentation.

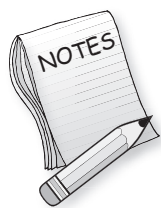
8. There should only be one Group Organizer, but the other jobs may be done by more than one person.
9. There must be a Writer and a Presenter.
10. The students will research the type of place in their scenario including the following:
 - Climate
 - Vegetation
 - Geographic characteristics and landforms
11. Go over the **Checklist for Evaluating Human Needs Simulation Presentation** with all students.
12. Invite and respond to questions from the class
13. Explain that students will create products that will show and tell about the specifics of their chosen scenario including all 14 of the concepts learned

General Economics

in the previous two lessons (needs, wants, hierarchy of needs, resources, scarcity, consumers, barter, goods, services, production, systems, and systems of exchange, economics, and economic system).

14. Prominently display in the classroom a list of these 14 concepts that must be included in the products and point it out the students when giving the instructions.
15. Products are to be presented by the student groups.
16. Information that is *required* to be included in the products:
 - The inhabitants of the place
 - The food, clothing and shelter in their scenario
 - The economics involved in their scenario including the following:
 - o Resources, needs, wants, hierarchy of needs, goods, services,
 - o Production, consumers, barter, and a system of exchange
17. Components of group presentation that are *required*:
 - Reading summary - may be oral or written.
 - Writing - may be essay, story, article, poem, or list.
 - Visual - may be a poster, costume, map, graph, chart, diagram, video, transparencies, diorama, Model or a mixture of these.
18. *Optional* Extensions to presentations:
 - More than one visual, writing or reading piece
 - Audio - music, narrative
 - Movement - typical of or necessary to the place, may include dance, sport, athletics or regular movements under irregular conditions
 - Role play - acting out, puppets, masks





Products and Assignments

- Student presentations of human needs simulations of one of three scenarios
- Completed student rubrics

Extension Activities

(AID) Students with a rich background in economics or above average ability could also include more detail and complexity in their presentation by exploring any of the following:

- Rationale for the existence and structure of the society
- Mission statement
- Form of government
- Taxation
- Laws and their enforcement
- Education
- Technology level and its implementation
- Travel systems
- The environment
- Waste disposal systems
- The manner in which this all ties together with their economic system

Post Assessment (20 minutes)

- Student group human needs simulation presentations serve as a post assessment
- The completed rubrics (**Checklist for Evaluating Human Needs Simulation Presentation**) for the groups' self-evaluations as well as the evaluations of other groups also serve as a post assessment
- Completed student answers to **Thoughts about Economics**

Debriefing and Reflection Opportunities (15 minutes)

1. Instruct students to fill out **Thoughts about Economics**.
2. After students have finished, gather the whole class together and share responses to **Thoughts about Economics**.
3. Lead the discussion by asking questions and inviting clarification where needed.
 - You and/or student(s) write responses on large paper.

General Economics

- Save paper for comparison with other insights gained in the other module later in the unit.
4. Emphasize the principles and generalizations that follow:
 - Humans have economic needs and wants.
 - Resources are limited.
 - Economic systems are a population's way of exchanging goods and services.
 - Not all human needs and wants can be met due to limited resources.
 - Economic Systems are the structures of flow between limited resources and human economic needs and wants.
 5. Be sure to clarify that these are the most important principles and generalizations to know and remember from this lesson.
 6. Emphasize the concepts listed below:
 - economics
 - economic systems
 - human needs
 - limited resources
 - goods
 - services
 - production
 - system of exchange
 - structures
 - flow
 7. Be sure that students understand that these are the most important concepts in this lesson.

Name _____

Date _____

Pre-assessment Student Strength Areas

Directions: Mark on each line the degree of strength evidenced by student's portfolio, grades, or teacher observational notes.

	a little	a lot
Imagination	◀ ▶	
Memory	◀ ▶	
Movement/Athletics/Acting	◀ ▶	
Music/Rhythm	◀ ▶	
Nature/Outdoors	◀ ▶	
Number Computation	◀ ▶	
Organizing People	◀ ▶	
Reading Comprehension/Insight	◀ ▶	
Reasoning/Logic	◀ ▶	
Science	◀ ▶	
Speaking	◀ ▶	
Visual Arts	◀ ▶	
Writing	◀ ▶	
Other _____	◀ ▶	
Fill in here		

Do not disclose all of this information to the student. Tell students 3 of their greatest strengths so that they may use them in lesson 5. You may wish to keep this for future use in other activities.

The Uncharted Island

The Scenario:

You and your group have been shipwrecked on an uncharted island in the Pacific Ocean. The group went out for a three day cruise. A huge storm came up. The ship was tossed around a lot and finally ended up stuck on a shoal, mostly intact, within swimming distance of an island. There were enough provisions on board, food, fuel, and fresh water for five days. You may choose from the list below who survives. You must end up with the same number of people as there are in your group. You are not rescued for at least one year.

The people on board at the beginning of the cruise are: the Captain, the first mate, a few crew members, a teacher, a billionaire, the spouse of the billionaire, their dog, a stockperson from a grocery store who won the trip in the lottery, a former rock star, a farmer's teenage child who got the trip as a graduation present from a wealthy aunt, a banker, an artist, a musician, an actor, a lawyer, a doctor and a dentist. All of these may be assigned either gender.

Your Project:

It is your job as a group to figure out how these people are going to survive and then present your ideas and findings to the rest of the class. You should include the answers to the following questions in your presentation.

- What do these people need?
- What do these people want?
- How are they going to get these things?
- What should they do first?
- Why should it be that?
- What will they do after that?
- What will they do a year from now?
- What if they are stuck on the island indefinitely?

Your group will need to discuss and come to decisions in some way. You have a Group Organizer. Let that person do his/her job. Everyone in the group has a job to do. Some jobs may need to come before other ones. If someone is waiting for a decision to be made in order to do his/her job, that person should assist someone else in the group who is currently working. Also, those whose jobs are finished should assist those whose jobs are not done. Assisting means doing what the one in charge of the job directs you to do in order to complete the work.

Remember to include in your creation:

- the inhabitants, consumers
- the food, clothing and shelter
- the resources available to you in that place
- the goods and services people have or do
- the products people make
- if and how goods and services are exchanged
- scarcities you will have and how you will deal with these
- any system of barter
- any systems you use in your community
- the system of economics you created and how it works



If you complete these to the best of your group's ability and you still have time, you may also add any of these:

- explanation of why you are there
- the form of government that you have set up
- any taxation you may have
- your laws and their enforcement
- education, who gets to have it and how they get it
- your technology level and how it works
- any travel systems
- the natural environment
- your waste disposal systems

Your project and products will be evaluated on the following criteria:

- accuracy of information
- inclusion of the ten things marked with arrowheads above
- responses to the eight questions listed above that are marked with arrowheads
- appropriateness to the scenario
- quality of products and presentation
- completeness
- creativity

Each of these will be scored as follows:

0 = not yet done, 1 = beginning, 2 = fair, 3 = good, 4 = very good, 5 = excellent.

When you need assistance, ask for it among your group. Only after no one in your group can help should you ask the teacher.

Good Luck and Good Work!

Exploring the New World

The Scenario:

You and your group have journeyed to the part of North America that is now the state in which you live. The time period is in the past before any other Europeans or Africans had arrived in this part of North America. The group went away from where they were living to try to find out more about this part of North America. Originally the group was just going to explore, but they liked it so much that they decided to settle down and start a community. Right now they have enough provisions for about one month. It has been a long and difficult journey. It may be that not everyone made it. You may choose from the list below who has arrived. You must end up with the same number of people to start your new community as there are students in your actual group.

The people at the beginning of the expedition are: two explorers who are the leaders of the expedition, a few workers hired by the explorers, a teacher, a blacksmith, some farmers and their families, a banker, an artist, a surveyor, a trapper, a barber, and someone secretly avoiding the law. All of these may be assigned either gender.

Your Project:

It is your job as a group to figure out how these people are going to survive.

- What do these people need?
- What do these people want?
- How are they going to get these things?
- What should they do first?
- Why should it be that?
- What will they do after that?
- What will they do a year from now?
- They will be in their chosen spot indefinitely.

Your group will need to discuss and come to decisions in some way. You have a Group Organizer. Let that person do his/her job. Everyone in the group has a job to do. Some jobs may need to come before other ones. If someone is waiting for a decision to be made in order to do his/her job, that person should assist someone else in the group who is currently working. Likewise later on in the process those whose jobs may be finished should assist those whose jobs are not yet done. Assisting means doing what the one who was assigned the job directs you to do in order to complete the work.

Remember to include in your creation:

- the inhabitants, consumers
- the food, clothing and shelter
- the resources available to you in that place
- the goods and services people have or do
- the products people make

- if and how goods and services are exchanged
- scarcities you will have and how you will deal with these
- any system of barter
- any systems you use in your community
- the system of economics you created and how it works

If you complete these to the best of your group's ability and you still have time, you may also add any of these:

- explanation of why you are there
- form of government
- taxation
- laws and their enforcement
- education
- technology level and implementation
- travel systems
- the environment
- waste disposal systems

Your project and products will be evaluated on the following criteria:

- accuracy of information
- inclusion of the ten things marked with arrowheads above
- responses to the eight questions listed above that are marked with arrowheads
- appropriateness to the scenario
- quality of products and presentation
- completeness
- creativity

Each of those will be scored as follows:

0 = not yet done, 1 = beginning, 2 = fair, 3 = good, 4 = very good, 5 = excellent.

When you need assistance, ask for it among your group. Only after no one in your group can help you should you ask the teacher.

Good Luck and Good Work!



Colonizing the Planets

The Scenario:

You and your group are going on a space expedition to colonize a planet. It is long into the future. Colonization on planets is possible and has been successfully done several times before. You must decide what planet in our solar system you will be going to, what is the purpose of the colony, how big your colony intends to be, and what you will take with you. The expedition is being funded by the Neo-united Nations.

You must pick the same number of people to go on this expedition as there are students in your group. The people that apply to go are: a multi-billionaire and the spouse of the multi-billionaire, an agricultural specialist and the family of this person, a food distribution specialist, a teacher, a musician, an artist, a doctor, a lawyer, a banker, a city planner, an environmentalist, a clothing designer and maker, a contractor, a dentist, a veterinarian, a philosopher, a waste recycling specialist, a geologist, a military leader, a pilot, a scientist, a science-fiction writer, a mathematician and a psychiatrist. All of these may be assigned either gender.

You must plan your colony before you go. However, when you get there things are not exactly as you had thought they would be. You encounter three unexpected things. (You will make up what they are.) There are enough provisions on board the spaceship to keep everyone alive for one month after you arrive on the planet.

Your Project:

It is your job as a group to figure out how these people are going to survive.

- What do these people need?
- What do these people want?
- How are they going to get these things?
- What should they do first?
- Why should it be that?
- What will they do after that?
- What will they do a year from now?
- What if they are there indefinitely?

Your group will need to discuss and come to decisions in some way. You have a Group Organizer. Let that person do his/her job. Everyone in the group has a job to do. Some jobs may need to come before other ones. If someone is waiting for a decision to be made in order to do his/her job that person should assist someone else in the group who is currently working. Likewise later on those whose jobs may be finished should assist those whose jobs are not yet done. Assisting means doing what the one in charge of the job directs you to do in order to complete the work.

Remember to include in your creation:

- the inhabitants, consumers
- the food, clothing and shelter
- the resources available to you in that place
- the goods and services people have or do
- the products people make
- if and how goods and services are exchanged
- scarcities you will have and how you will deal with these
- any system of barter
- any systems you use in your community
- the system of economics you created and how it works

If you complete these to the best of your group's ability and you still have time, you may also add any of these:

- explanation of why you are there
- form of government
- taxation
- laws and their enforcement
- education
- technology level and implementation
- travel systems
- the environment
- waste disposal systems



Your project and products will be evaluated on the following criteria:

- accuracy of information
- inclusion of the ten things marked with arrowheads above
- responses to the eight questions listed above that are marked with arrowheads
- appropriateness to the scenario
- quality of products and presentation
- completeness
- creativity

Each of these will be scored as follows:

0 = not yet done, 1 = beginning, 2 = fair, 3 = good, 4 = very good, 5 = excellent.

When you need assistance, ask for it among your group. Only after no one in your group can help you should you ask the teacher.

Good Luck and Good Work!

Guidelines for a High Quality Presentation

- Be prepared.
 - Have everything you need with you.
- Speak clearly so that everyone in your audience can hear you.
- Make eye contact with your audience.
 - Do not read off of a paper.
 - You may refer to notes occasionally.
- All materials presented should be done to the very best of your ability.
- Use audio/visual aids such as:
 - pictures, posters, slides, overhead transparencies, audio tape or video tape, computer, etc.
- Check your work before you present it.
 - Spelling and grammar count
 - Neatness counts
- Make improvements to your work after you check it.
- Practice ahead of time so that you are sure of what you are doing.
- Engage your audience.
 - Speak with expression.
 - Use gestures that help point out or describe.
 - Possibly use a volunteer from the audience.
- Allow time for questions at the end and be ready to answer them.

Tips for Visual Aids

- Communicate your idea.
 - Keep it simple but interesting.
 - Informative details can be spoken.
- Use more than one color.
- Use colors that can be clearly seen at a distance.
- Fill solid areas of color with paint, colored paper or crayon. Marker can be used but it often streaks.
- Use pictures.
 - They may be drawn.
 - Draw in pencil lightly first and then go over it with something darker.
 - They may be cut out and glued on.
 - White glue is not recommended. Glue stick or rubber cement works better.
- Putting texture into a visual aid makes it more interesting.
- Make writing large enough so your audience that is farthest away can still read it.
 - make light pencil guidelines before writing
 - put information in an order
- Leave open space. Do not try to cram too much on one page.
- Make the visual look balanced. Don't put too much in any one spot.
- Be neat and accurate!
 - Check everything before you show it.
 - Spelling and information must be correct.

Checklist for Evaluating Human Needs Simulation Presentation

Name of Group Presenting: _____

Name of Evaluator: _____ **Date:** _____

Directions: Rate the presentation on the things listed below

Possible Scores: 0= not yet done, 1= beginning, 2=fair, 3=good, 4=very good, 5=excellent

"NEEDS" Project	Accuracy	Appropriateness	Completeness	Creativity	Product Quality	Presentation Quality	Total
Inhabitants (consumers)							
Needs							
Wants							
Hierarchy of Needs							
Order of Things to do							
Resources							
How to Meet Needs and Wants							
Goods							
Services							
Products							
Scarcity							
Barter or System of Exchange							
Economic System							
Other System							
Optional Extension							
Optional Extension							

Your Name: _____ Date: _____

Thoughts about Economics

Directions:

Write or draw (use the back if necessary) your responses to the questions listed below in the spaces provided. When everyone is done filling in this paper, share some of your responses with your class.

1. Tell in your own words what needs are and give at least three examples.

2. Tell in your own words what wants are and give at least three examples.

3. Explain how needs and wants are different and how they are the same.

4. List a hierarchy of needs

5. Explain why people's needs change.

6. Tell what resources are and give at least three examples.

7. Explain what scarcity is and why it happens.

8. Tell who consumers are and give at least three examples.

9. Tell what goods are and give three or more examples.
10. Tell what services are and give three or more examples
11. Explain what is meant by products or productivity.
12. Explain what is meant by exchange and give at least two examples
13. Explain what is meant by an economic system.
14. Explain in general, what is any kind of system?
15. Think back over all of the activities. List here anything else that you think is important about needs or wants that you haven't already included.

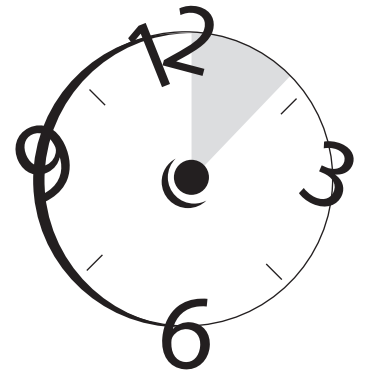
Our State's Resources

Parallel: Core/Connections/AID

Time Allocation: 4 hours, 15 minutes (Lesson 6)

17 hours, 15 minutes (Module 2)

Required Materials and Resources on Page 165



Module Overview

This module is the heart of the unit. It shifts from economics in general, as in the previous lessons in the unit, to the specifics of economics in your state. The module includes: a transition activity from general economics to state's economics, a look at your state's resources, the needs and wants of the people of your state, your state's goods and services, your state's system of exchange, your state's economic system and some of the economic problems of your state. In conjunction with the economic problems of the state the module includes a very important lesson in problem solving. This lesson requires the students function as junior economists, thereby using the Parallel of Practice. The lesson is a focal point of this unit and should be given significant attention.

BIG IDEA

**States' Natural, Human and
Capital Resources**

This lesson introduces state economics. It builds on the general knowledge of economics that students learned in the first five lessons. Students research information about their state's natural, human, and capital resources, both in encyclopedias and other nonfiction books. They also write letters asking for information on these resources to a State Department contact person. Students then evaluate the references they used.

- What are our state's natural resources?
- What are our state's human resources?
- What are our state's capital resources?
- Why do we have those resources? (AID)
- Where are the resources located?
- How are the resources used?
- Does our state have any economic needs or problems?

Systems

- Every state has resources
- Resources are essential to an economic system
- There are three types of resources:
 - Natural,
 - Capital,
 - Human.



- State economic systems
- State resources

- There are three kinds of resources: natural, capital and human.
- Every state has resources that are specific to that state.

State Economics

- Resources are dependent upon several factors, including but not limited to: geology, climate and manpower, available in each state.

Skills

- Comprehend
- Use an encyclopedia
- Evaluate
- Apply knowledge
- Research

Materials and Resources

1. Encyclopedias
2. Other books about your state
3. Paper and pencils

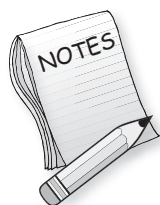
Preparation Activities

1. Write out and/or photocopy the questions under the Pre-assessment section of this lesson.
2. Photocopy the **References Report Card** sample or make one flow smoothly

Introduction Activities (45 minutes)

- Lead a short transitional discussion with the whole class regarding the information they have learned about economics in general.
- Explain to students that they will now be applying the information they have learned about economics in general to their own state.
- Guide the whole class in a brainstorming session about what they know about economics so far.
- Write these concepts and ideas so all can see them.
- Question the students as to how they think the economics of their state might be the same as, or different from, the economics ideas they know so far, especially those concepts from the brainstormed list.
- Emphasize that the state economic system is a subset of economics in general and would have within it all of the concepts that economics in general has within it.
- Have students draw a diagram/concept map of how their state's

GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



economics fits with economics in general. If students are not familiar with concept maps, do one first on an easy topic, i.e. winter sports.

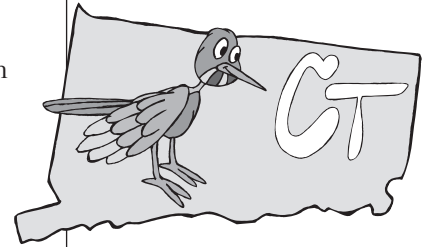
- Give students who are willing a chance to show and explain how they diagrammed the concept. (If you see exemplary diagrams, ask those students explain theirs to the class.)
- Announce that they will now begin looking into economics as it pertains to their state.
- Explain to the students that there will be a pre-assessment focusing on resources to help determine how the lessons need to proceed.

Pre-assessment (45 minutes)

- Administer a short quiz with the following six questions:
 - o What are resources?
 - o What are natural resources?
 - o What are human resources?
 - o What are capital resources?
 - o What resources do you think our state has?
 - o What is an almanac?
- To evaluate the pre-assessment have students trade papers.
- List the six questions on the board.
- Guide a discussion on possible responses to the questions.
- Take student comments first.
- Record accurate information under the appropriate question.
- To fill in the remaining information, ask students to look up information in the dictionary or a social studies text glossary.
- Record appropriate information under the question to which it corresponds.
- Following the class discussion, have students now turn to the papers they have traded.
- On a separate sheet of paper students will write down suggested improvements for the answers for the student paper they are correcting.
- Tell students to attach their paper of improvements to the original paper.
- Return the paper to its original owner.
- Allow time for students to upgrade their answers.
- Direct students to turn in both papers to teacher.
- To conclude the pre-assessment and its evaluation, guide a class discussion to determine what information the class has yet to find out.

State Economics

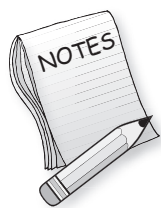
- The class's greatest unknown will probably be your state's resources with the other questions to varying lesser degrees. **SEARCHLIGHT:** Be on the lookout for students who seem insightful about the topic and/or are able to handle independent research and enjoy sharing their findings with others. Suggest to these students that they implement the most feasible ideas in the Debriefing and Reflection section.



Teaching and Learning Activities (2 hours)

(The letter writing process in these activities will require several days for return time. You may move on to the next lesson while waiting for responses. If responses do not come in what you consider to be a timely fashion, try calling the State Department officials to whom you wrote to speed up a response. If you still don't get a reply, find other avenues to acquire the needed information.)

1. Have students look up their state's resources in an encyclopedia and/or nonfiction book.
2. Be sure they include natural, human, and capital resources.
3. Have students list and chart their findings.
4. Work with the class to write a short letter to the State Department to find out who the person is that they should contact to find out current information on the state's resources. Then e-mail it to the State Department.
5. Students can find correct addresses by looking on the Internet or contacting the local library for a phone book of the capital city and State Department addresses.
6. Have the class write a letter to the State Department contact person found in the previous step requesting current information on your state resources. (This part of the lesson will have to wait for the reply. In the meantime go on to the next lesson.)
7. Have students compare the information in their first resource with the new information from the State Department and make evaluative conclusions regarding their original resource.



8. Have students do a “Report Card” on each of the sources. (A report card example is provided at the end of this lesson.) Encourage students to use two or three sources; advanced students will probably use more. Remind them any resource that is used should be evaluated.
9. Inform students of expectations for this rating (see Post Assessment section of this lesson).

Products and Assignments

- Students’ research information from reference materials
- Students’ letters to the State Department
- Students’ evaluations of reference

Extension Activities (AID)

Those students who need additional challenges may implement the most feasible idea(s) in the Debriefing and Reflections section.

Post Assessment (30 minutes)

- Review the expectations for **References Report Card**
- Points will be determined as follows:
 - o Each row will be graded. (2 points each)
 - o Students will use the grading system noted in the key on the bottom of the report card. (3 points once)
 - o The reasons for each grade will be explained in the comments section (5 points for each explanation: 2 points for logical reasoning; 2 point for evidence to support reasons; 1 point for elaboration).
 - o Total possible points = 45
- Evaluate students’ **Reference Report Cards**.

Debriefing and Reflection Opportunities (15 minutes)

1. Question students as to whether they think they should do anything about the discrepancies between the book references and State Department references.
2. List ideas.
3. Have the students rate the feasibility of the ideas in their list.



References Report Card

Reference _____

Date _____

Evaluator _____

	Grade
Contains information on natural resources	
Contains information on human resources	
Contains information on capital resources	
Easy to read	
Easy to understand	
Quality of graphics	

Comments:

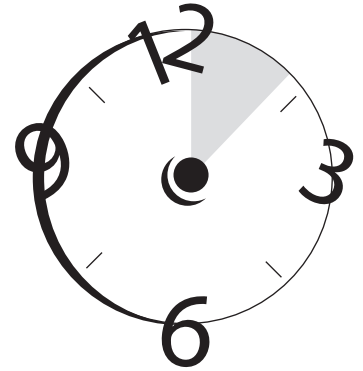
Key:	O = outstanding	G = good	S = satisfactory	N = needs improvement	U = unsatisfactory
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Our State's Products, Goods, and Services

Parallel: Core/AID

Time Allocation: 3 hours, 55 minutes

Required Materials and Resources on Page 165



Lesson Overview

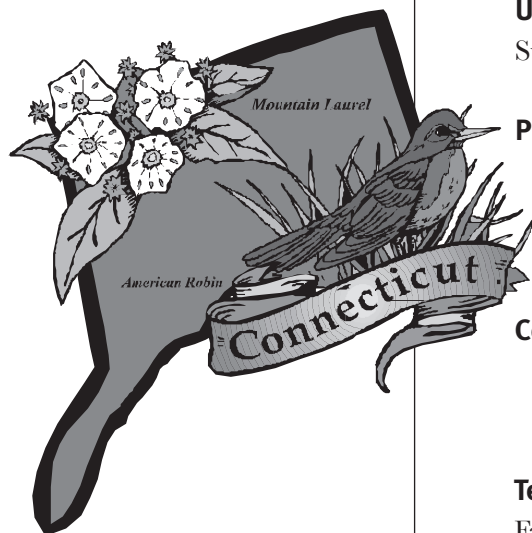
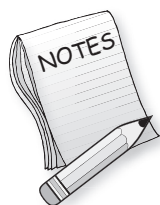
Students learn more about your state's products, goods, and services as they work in small groups in this lesson. After competing groups research an information source for products, goods, and services, they pool their information with other groups to give the entire class a comprehensive list of your state's products, goods, and services. Groups then seek to find and understand any patterns or trends in your state's products, goods, and services by grouping them into types and charting the growth or decline of those types.

Guiding Questions

- What are our state's goods?
- What are our state's services?
- What are our state's products?
- In what ways are they the same? (AID)
- In what ways are they different? (AID)

BIG IDEA

**Our State's Natural, Human
and Capital Resources**



Content Goals

Universal Theme

Systems

Principles and Generalizations

- States produce goods and services from resources.
- There are patterns and/or trends to the products, goods and services in a given state. (AID)

Concepts

- State economic systems
- State goods and services

Teacher Information

Familiarize yourself with the products, goods, and services of your state.

Skills

- Diagram
- Glean particular facts from a resource
- Infer
- Use research skills with encyclopedias, the Internet and nonfiction books
- Communicate visually patterns or trends

Materials and Resources

1. Catalogues, magazines, advertising circulars, newspapers or other material with advertising in it
2. Encyclopedias
3. Computers with Internet access
4. Nonfiction books about your state
5. Paper
6. Writing implements

Preparation Activities

1. Gather up nonfiction books about your state from your school and/or local library.

State Economics

2. Collect or get access to a few different encyclopedia sets.
3. List a few encyclopedias online.
4. Make all of these resources available to the students.

Introduction Activities (20 minutes)

- Invite students to peruse catalogues, magazine ads, newspaper ads and other materials displaying products, goods and services.
- Ask students:
 - o What they would call all of these things?
 - o How they are the same?
 - o How they are different?
- Have the class brainstorm what these things in the ads could be called and how they might be classified.
- Instruct students to take the pre-assessment quiz.

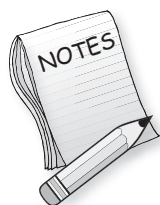
Pre-assessment (30 minutes)

- Have all students write or draw their responses to the following questions:
 - o What are goods?
 - o What are services?
 - o What are products?
- You will evaluate the papers for accuracy.
- **SEARCHLIGHT:** Note the students who know all three of the words. They would be good candidates for the Extension Activity.
- The rest of the students will look up the definitions of those words they didn't know and read those definitions.
- They will then define their unknown words in their own terminology or drawing.

Teaching and Learning Activities (2 hours, 50 minutes)

1. Explain to the students everything about the following activity and how they will be graded before students make a choice as to their group.
2. There will be several groups: one using encyclopedias, one using encyclopedias or other similar references online, and one using nonfiction books about their state. Each group will have 30 minutes in class to find as many products, goods and services from their state as they can. Group

GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



members should also use the same kind of resources at home to continue their search. Students will list their resources and be able to show where they found an item.

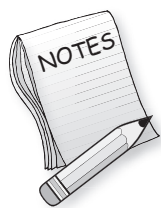
3. Groups will gather the next day for a count. Each product, good, or service listed will receive one point.
4. While each group is naming its products, goods and services, the other groups must carefully check to see if they have any of these on their list.
5. If the product, good, or service was not found by either of the other two groups, the group will get two additional points.
6. Groups may contest an item listed by another group
 - If the item is found to be unsubstantiated, the group listing it will lose two points.
 - The group contesting it will gain two points.
 - If the item is found to be substantiated, the group listing it gains one point.
 - The group contesting it will lose two points
7. Students in the group that has the highest number of points relative to the number of students in the group will receive not only a good grade on their assignment but also a small incentive to be determined by the teacher. (Incentive suggestions: stickers, special pencils, erasers, bookmarks, extra credit points, homework pass)
8. Students choose their group by secret ballot. This involves writing their name on a blank paper and writing the type of resource they prefer to use, folding that paper and turning it in to the teacher.
9. Read the results aloud and group students according to their choice.
10. There will probably be three groups, one using encyclopedias, one using encyclopedias or other similar references online, and one using nonfiction books about their state.

State Economics

11. It doesn't matter if these groups are of varying sizes.
12. Give each group 30 minutes to find as many products, goods and services from their state as they can.
13. Remind them that group members should also use the same kind of resources at home to continue their search.
14. Gather groups the next day for a count.
15. Assign points as outlined in #3, 4, 5, and 6.
16. By combining all three lists, the class will come up with a complete list to be shared with every student.
17. Once each student has a complete list of products, goods, and services, divide students into four groups: one for products, one for goods, one for services, and one for all three. (Try to ensure that each group has at least one relatively high level thinker, one strong in math, one strong in art, and one leader in each group.)
18. Assign each student a job according to his/her strength areas. You may need to make up some jobs to suit the particular strengths of the students in the groups.
19. Each group will seek to find and understand any patterns or trends in your state's products, goods, or services (or all three in the case of the fourth group) by grouping them into types and charting the relative quantities of those types. If students seem confused, give an example to help them see what you are asking them to do. A graphic organizer may be helpful. For example: Let's say the group of students working on products discovers that their state used to make a lot of steel, but over time this has changed and now the state's primary product production is in dairy products. They might make a graph that shows this trend and accompany it with factual explanations as to how and why this change occurred.



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20. Inform students that they need to have clear reasons for their groupings.
21. They need to be able to support the quantities in their graphs with evidence.
22. Remind students of their time constraints and be sure to leave ample time for the presentations of charts to the class.
23. Before the time for group work ends, have students in each group make an accurate list of who did what work in each group and hand that list in to you when they present their charts to the class.
24. Instruct student groups to show and explain their charts to the class.
25. Grading for the project will be as follows:

- Part I – As a group: Students' group lists will be evaluated based on quantity, accuracy and quality of presentation (aesthetics) and divided by the number of the students in the group. For example, if the ratings are on a scale of one to ten and the group got 24 points and the group was made up of four students, then each student would get 6 points for his or her group grade.
- Part II – As an individual: Students in the group that got the highest score get the highest grade in your system. For example, if the ratings are on a scale of one to ten, and the individual in the group did an above average job, he or she might get 8 points.
- Part III – Blending the group grade with the individual grade: Each student's individual grade should then be added to his or her group grade. Using the examples from Part I and II, the student who received 6 points for a group grade and 8 points for an individual grade would get a total of 14 points out of a possible 20.
- Part IV – Suggesting grading system: Establish the scores. In this case let's say that the scores for the class are: 18, 18, 18, 17, 17, 16, 16, 15, 15, 15, 15, 15, 14, 14, 14, 13, 13, 13, 12, 12, 11, 11, 10, and 9. The 9 and the 10 would be given the lowest grade. The 11's and 12's would get the next highest score. The 14's and 15's would get average scores. The 16's and

State Economics

17's would get above average scores, and the 18's would get the highest scores.

Products and Assignments

- Students groups' lists of products, goods and services available in your state.
- Students groups' graphs and charts that show trends in your state's products, goods, and services.

Extension Activities (AID)

(AID) Students who need an extra challenge will compare the lists of products, goods and services available in their state and explain how they are the same and how they are different. They may do this with words, diagrams or other symbolic representation.

Post Assessment

N/A

Debriefing and Reflection Opportunities (15 minutes)

1. Gather class together and discuss the findings of the patterns and trends and what conclusions can be drawn about your state and its people as a result of this information.
2. Ask students how your state's goods, services, and products are the same and how they are different.

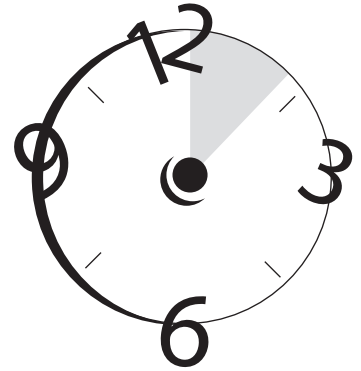


Systems of Exchange

Parallel: Core/Practice/AID

Time Allocation: 2 hours, 15 minutes

Required Materials and Resources on Page 165



Lesson Overview

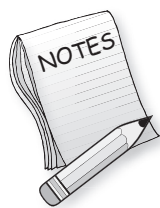
A simulation activity allows students to observe an intrastate system of exchange, an interstate system of exchange and finally the federal system of exchange. Students will realize why the federal system of exchange is necessary. An AID opportunity invites students to investigate examples of present day barter exchange.

Guiding Questions

- What is a system of exchange and what does it involve?
- What is our state's main system of exchange?
- Why do we use that system and not others?
- Are there times or places in the state where a different system is used?
- Why do we use money? (This is the most important question. Draw attention to it whenever possible during the course of this lesson.)

BIG IDEA

**What is a system of
exchange?**



Content Goals

Universal Theme

Systems

Principles and Generalizations

- Economic systems are systems built on exchange.
- In most places in our state, money has replaced barter as a more efficient method of exchange.

Concepts

Economic systems

Teacher Information

- Exchange is a trade of surplus goods or services by peoples produced in different locations wherein both sides expect to gain.
- One system of exchange is barter.
- Money has replaced barter as the most common system of exchange in the United States.

Skills

- Comprehend
- Infer
- Apply knowledge
- Solve problems

Materials and Resources

1. Access to a computer with Internet
2. Four sheets each of red, yellow, blue and green paper

Preparation Activities

1. Carefully guide the entire lesson especially the simulation.
2. Obtain three or four dollar bills.
3. Copy the checklists for the within-state phase of this lesson.
4. Designate one-third of the students in your class for each color of state.
5. Make enough copies of the checklist for the interstate phase of this lesson for each student to have one.



State Economics

6. Cut up red, yellow, blue and green paper into “money.”
 - You will need at least 40 pieces of “money” for each color.
 - Tip: The paper should be cut to a size large enough so it is not easily lost, but small enough to cut several evenly from a piece of standard size paper. If you hold the paper vertically and divide it into 10 sections, 5 rows by 2 columns, you will only need 4 sheets of paper in each color.
7. Copy pictures that are provided of meat, grain, fruits & vegetables, tops, bottoms, footwear, structures, furnishings, heat/cooling.
 - You will need approximately 30 pictures for meat, tops and structures, and 20 pictures for each of the rest.

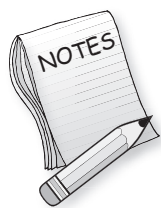
Introductory Activities (5 minutes)

- Wave a few bills in front of the class and say something like, “This is what we are going to learn about next: our system of money, why we use it and how we came to need it.”
- Write on the board, barter and money and a large question mark.

Pre-assessment (15 minutes)

- Instruct students to write or draw the meaning of the words *barter* and *money*.
- Ask students to explain through writing and/or drawing why money is more useful than barter.
- Evaluate the student responses for accuracy of information. (Not done during class time.) **SEARCHLIGHT:** Note students who have a rich background of knowledge about the concepts of barter, exchange, and money. These students may skip the regular learning activity and do the AID Extension Activity.
- Students who do not have a functional knowledge of these two concepts could read the comic book story, “Once Upon a Dime, Part I” created by the Federal Reserve Bank and available on the computer through the University of Omaha at <http://ecedweb.unomaha.edu/ve/library/DIME/PFD> (Adobe Acrobat Reader is necessary for viewing this file. It is downloadable free.)
 - o Once students finish this, they may join in with the groups in the lesson.
 - o These students should be distributed as equally as possible among the three groups.

GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



- Students who have a working understanding of the terms and ideas in the preassessment will go on to use those terms in the activities listed in the next section of this lesson.

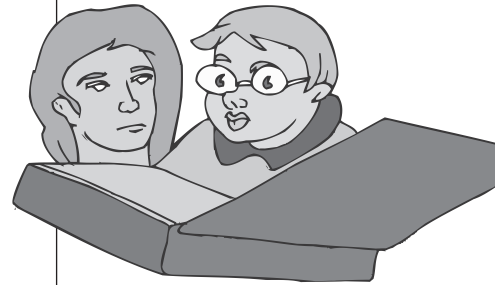
Teaching Learning Activities (1 hours, 15 minutes)

1. This activity is a simulation about barter, the need for a common means of exchange and federal money. Begin by having students count off by three's.
2. Group all the one's together, two's together, and three's together. Each group is a state.
3. Each state is named for a primary color: the State of Red, the State of Yellow, and the State of Blue.
4. Each group is given a scenario of goods they have available in their state.
 - The State of Red produces foods:
 - Grains, Meats and Fruits & Vegetables
 - The State of Blue produces clothing:
 - Tops, Bottoms and Footwear
 - The State of Yellow produces shelter:
 - Structure, Furnishings and Heat/Cooling
5. Subdivide the State groups into three subgroups.
6. Each subgroup is named for one of the three goods listed under the state, like a family in the state.
7. Each family produces one kind of "good."
 - Therefore the Red state has the Grain family, the Meat family and the Fruits & Vegetables family.
 - The Blue state has the Tops family, the Bottoms family and the Footwear family.
 - The Yellow state has the Structure family, the Furnishings family and the Heat/Cooling family.

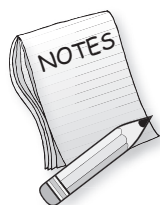


State Economics

8. It does not matter how many students end up in each family as long as students are relatively evenly divided among the families and states.
9. Each family in each state gets a limited amount of their “good.”
10. In the Red (foods) state
 - The grains producing family gets 27 grain tokens.
 - The meats producing family gets 18 meat tokens.
 - The fruits & vegetables producing family get 18 fruits & vegetables tokens.
11. In the Blue (clothing) state
 - The tops making family gets 27 tops tokens.
 - The bottoms making family gets 18 bottoms tokens.
 - The footwear making family gets 18 footwear tokens.
12. In the Yellow (shelter) state
 - The structure building family gets 27 structure tokens.
 - The furnishings building family gets 18 furnishings tokens.
 - The heat/cooling building family gets 18 heat/cooling tokens.
13. Start Phase 1 of the simulation. Students will barter their goods for the other goods that they need *in their own state* until such time as they have difficulties getting what they need or it becomes too complicated to get what they need and trade is requiring several rotations to get an item.
 - In the Red state each family tries to get:
 - o 1 meat token, 2 fruits & vegetables tokens and 3 grain tokens.
 - In the Blue state each family tries to get:
 - o 1 footwear token, 2 bottoms tokens and 3 tops tokens
 - In the Yellow state each family tries to get:
 - o 1 heat/cooling token, 2 furnishings tokens and 3 shelter tokens.
14. Move to Phase 2 of the simulation. Distribute state money to the families. They get one piece of money for each surplus good they have left from Phase 1. (See instructions # 6 in Preparations for making money.)



GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



15. Students will use their state's money to complete their needs quotas from Phase 1.

The trouble is that each family actually needs things from all three states. Therefore, all of the families must enter into Phase 3.

Note to Teacher: DO NOT inform the students of the above fact until after they have completed Phase 2.

16. Begin Phase 3 by giving the families a new quota list showing that they need the goods available in the other states and the amount of those goods that they need which is the sum of all of the quotas from Phase 1:
- 1 meat token, 2 fruits & vegetables tokens and 3 grain tokens
 - 1 footwear token, 2 bottoms tokens and 3 tops tokens
 - 1 heat/cooling token, 2 furnishings tokens and 3 shelter tokens

17. Families will attempt to get what they need for their interstate quotas. They only have their own state's money so it will be difficult because...
- The Red state only accepts Red and Blue money.
 - The Yellow state only accepts Yellow and Red money.
 - The Blue state accepts all money.

18. This situation should make interstate commerce difficult if not impossible.

Note to Teacher: DO NOT inform students of this difficulty. Let them discover it on their own. Then go on to Phase 4.

19. Phase 4 is the introduction of federal money.

20. The teacher is the Federal Reserve Bank.

21. Federal money is green.

22. The Federal Reserve Bank takes all state money in exchange for federal money.

23. All states take federal money in exchange for goods.

State Economics

24. Therefore, in order to do interstate commerce the families will need to trade their state money for federal money.
25. After that trade of money, they will be able to complete their interstate quotas.
26. When all families have fulfilled their quotas, the simulation ends.

Products and Assignments

- Checklists for intrastate activity
- Checklists for interstate activity in the checklist for the within state activity.
- Presentation on the contemporary uses of barter, including a product made to help explain the concept to the class

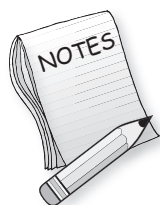
Extension Activities

1. (AID) If students finish their group activity before the other groups or if students happen to have a vast storehouse of prior knowledge about systems of exchange, then they may explore this activity instead of the regular learning activity.
2. Find out if there are any cultural groups, or people in certain types of jobs in your state who still use barter as a means of exchange instead. At the end of the lesson, but before the Debriefing and Reflections portion of the lesson, these students will explain to the class who still uses barter, how it works and why they do it that way. This group of students may make products such as posters, charts, graphs, dramatic presentation, models or others, that will help them show the information to the class. Be sure to show the students the criteria and level of expectations that you have for this product before they begin it (See rubric in Post Assessment).

Post Assessment (25 minutes)

- Administer Quiz
- Most students will respond to questions all 6 questions except...
- Students who read the comic book only respond to questions 1 through 5 and
- Students who did only the extension, have the product they made scored based on the rubric on following page.

GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



Name _____

Date _____

Rubric for Barter Presentation

Criteria	1	2	3	4	Your Score
Amount and clarity of content information	Information is cursory or incorrect. Little understanding of content is evident from presentation.	Some solid information presented; however, some information is incorrect or cursory.	Information is correct and adequate throughout most of presentation.	Ample information is well presented, clear, and correct throughout presentation.	1 2 3 4
Accuracy of information	Little research reflected in content. Information is insufficient or incorrect.	Some research is reflected in presentation, but not all information is accurate.	Presentation gives basic and accurate information, but it could reflect more extensive research.	Presentation reflects extensive and accurate research.	1 2 3 4
Care and creativity (fluency, flexibility, originality, elaboration) in production of product	If creativity is present, it is only in a limited way. Little care or neatness is reflected.	Presentation's reflects satisfactory care. It may reflect some creativity.	Care is evident. Presentation is neatly done. There is some creativity, but it does not depict a new direction or viewpoint.	Care and creativity are excellent. Presentation is creative and original. It depicts a new viewpoint or direction of the topic	1 2 3 4

Quiz for Lesson 3, Module 2
“Our System of Exchange”

Name _____

Date _____

Directions: Read the questions carefully. Answer them as fully as you possibly can.

1. Name two kinds of systems of exchange. _____
(1 point each)

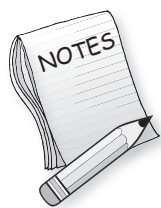
2. Name the system of exchange that is usually used in our state. _____
(1 point)

3. Give two reasons why we usually use this system. (Be sure they are two different reasons and not just the same idea stated in two different ways.) (2 points)

4. Explain the phrase, “system of exchange.” (2 points)

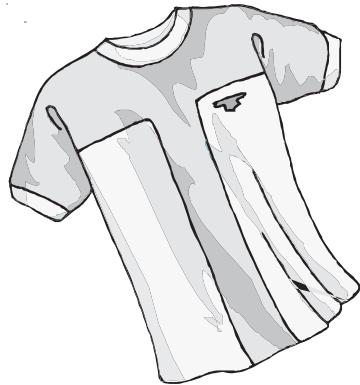
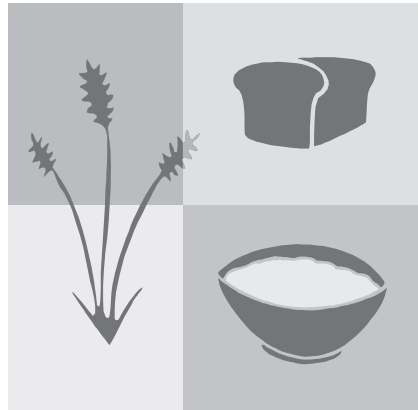
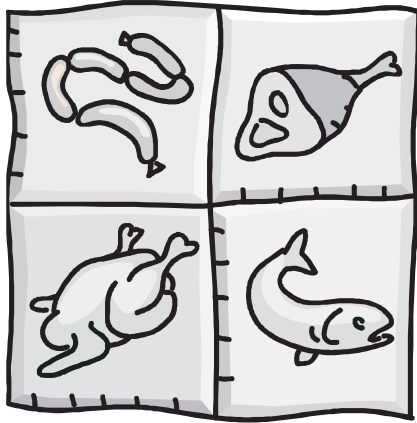
5. What causes a need for money? (2 points)

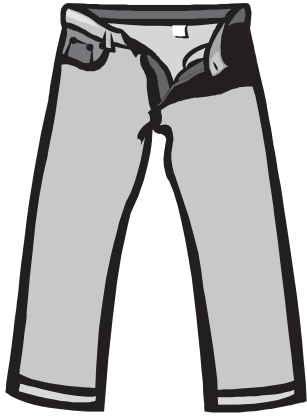
6. Why do we need federal money? (1 point)



Debriefing and Reflection Opportunities (15 minutes)

1. Refer back to the patterns and trends of products, goods and services found in the previous lesson.
2. With these patterns and trends in mind, question students in ways that will bring them to making the analogy of the simulated color states to the reality of their own state.
3. Discuss issues like:
 - The barter system has limitations and complications.
 - Limited products, goods and services in any one state require interstate commerce.
 - This commerce in turn requires a common means of exchange, federalized money.
 - The different types of economies.
4. Record main ideas on large paper so all can see. Keep for future reference.





Quotas Checklist for State Exchange

Directions: Each state team must do something to exchange goods in order to get the things listed below.

The Red State:

- o 1 meat token
- o 2 fruits & vegetables tokens
- o 3 grain tokens

The Blue State:

- o 1 footwear token
- o 2 bottoms tokens
- o 3 tops tokens

The Yellow State:

- o 1 heat/cooling token
- o 2 furnishings tokens
- o 3 shelter tokens

(cut here)

Quotas Checklist for Federal Exchange

Directions: Each state team must make exchanges in order to get all of the goods or services listed below.

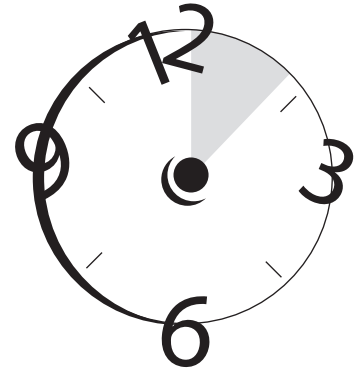
- o 1 meat token
- o 2 fruits & vegetables tokens
- o 3 grain tokens
- o 1 footwear token
- o 2 clothing bottoms tokens
- o 3 tops tokens
- o 1 heat/cooling token
- o 2 furnishings tokens
- o 3 shelter tokens

Our State's Economic System

Parallel: Core/AID

Time Allocation: 1 hour, 15 minutes

Required Materials and Resources on Page 165



Lesson Overview

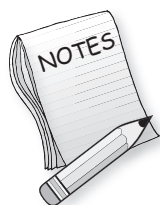
In a constructivist group activity students learn about a particular kind of economic system by making a product using the guiding principles of that economic system. After all groups have made their products, they present them to the other groups who evaluate the product(s) according to guidelines for that economic system. Students are thus exposed to two other economic systems and can compare and contrast it to the system that they used. An AID opportunity invites students who need more challenge to investigate the economic system of their state. A post assessment tests students on all three economic systems that have been presented.

Guiding Questions

- What kinds of economic systems are there?
- What is a traditional economic system?
- What is a market economic system?
- What is a command economic system?
- What kind of system does our state use?
- Why does our state use that system?

BIG IDEA

How do economic systems differ?



Content Goals

Universal Theme

Systems

Principles and Generalizations

- There are three kinds of economic systems of exchange: traditional, command and market.
- Connecticut uses a market economic system.

Concepts

- Economic Systems
- Systems of exchange
- State economic systems
- State economic systems of exchange

Teacher Information

- There are three kinds of economic systems: traditional, command and market.
- The states of the United States use a market system.
- A traditional economic system is an economic system whereby economic decision making is determined by the past and your place in the society, including your birth position in a class or culture.
- A market system is an economic system whereby economic decision making is made by individuals in the marketplace that reflects supply and demand
- A command system is an economic system whereby economic decision making is made by a few people in power who determine the basic economic decisions for all.
- Every consumer and producer has a part to play in the market economic system.

Skills

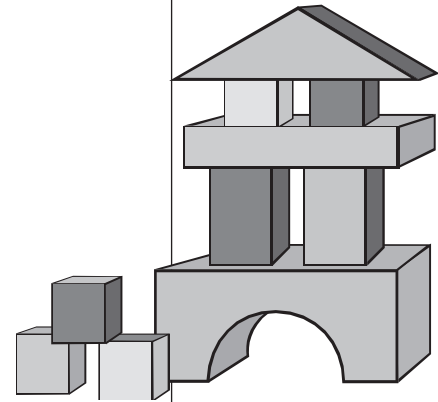
- Analyze
- Apply knowledge
- Comprehend
- Produce through cooperation

State Economics

- Evaluate
- Use fine motor skills
- Infer
- Research

Materials and Resources

1. Wooden or plastic blocks
2. Newspaper articles on the economics of your area
3. Newspaper product ads and want ads
4. Internet access if possible



Preparation Activities

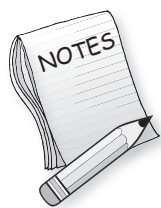
1. Secure a large quantity of blocks
2. Gather newspaper or magazine articles on the economics of the area.
3. Gather newspaper or magazine product ads and want ads. (You may ask students to bring in some of these prior to the lesson.)
4. Build the two necessary block models for the traditional economic system and the command economic system.
5. Make copies of the Economic Systems task cards and cut them into the 3 sections.

Introductory Activities (10 minutes)

- Dump out a large quantity of blocks in three areas of the room.
- Explain that today the students will learn about three kinds of economic systems by using these blocks to produce a product.
- Divide the class evenly into three groups with *no regard* for student preferences.
- Once students are in their groups, give each group a paper with their directions on it and a model if one is needed for that group.
- Field students' questions and comments.
- Give each group an adequate number of blocks so that all students can fulfill the assignment.

Pre-assessment

N/A



Teaching and Learning Activities (50 minutes)

1. Tell students that each group represents one of the three types of economic systems: traditional, command and market.
2. Inform them that each group will build something with the blocks they are given.
3. Instruct them on the characteristics of each group and their products as follows:



Group 1. *The traditional economic system*

- Instruct students that in this group *they highly value the past and tradition.*
- This group has a model in front of them.
- The model in front of them is made the way their family has been doing it for centuries.
- They are judged by how well they can recreate the model.
- They make their things exactly like this model and only this model.
- Each person in the group makes his or her own building by himself or herself.

Group 2. *The command economic system*

- Instruct students that in this group *they highly value doing what is best for all of them.*
- This group has a model in front of them.
- What is best has been determined by a small group of people in power in their government.
- The government has decided that they need things just like the model in front of them.
- Each person in the group is given a different color of blocks.
- It is this group's job to work together to recreate the model in front of them.
- They will be judged by how well they work together *and* how well they copy the model.

Group 3. *The market economic system*

- Instruct students that in this group *they highly value personal decision making*

State Economics

- Students in this group must each decide what they want to make.
 - They may work alone or with others in their group.
 - Their product will be judged by how much other people need and want it.
4. Give students time to produce their models.
 5. Remind them of time constraints, so that there is adequate time to present models in class.
 6. When the products are complete, each group will show theirs to the other two groups.
 7. They will explain what their culture values and why they built their product the way that they did.
 8. The other two groups will rate the product on a scale of 1-5 according to the criteria listed in the presenting group's instructions.
 - The traditional group will be judged on how well they copied their model.
 - The command group will be judged on how well they cooperated and how well they copied their model.
 - The market group will be judged on how much their audience members want or need the product that was made.

Products and Assignments

- Student models
- Student evaluations of other groups
- Presentation of economic system used in your state (AID)

Economic Systems Task Card

A Traditional Economic System

Group 1

1. Your group's culture highly values the past and tradition.
2. Look carefully over the model structure provided to you.
3. This kind of structure has been made this way your family for centuries.
4. Your family thinks it is the most beautiful kind of structure there is and is very proud to build this way.
5. Your family is well known for these structures.
6. A part of your identity is that you are in the family that makes these models.
7. Each member of your group will make one of these models.
8. Try to make your product just like the model.
9. You will be judged by how well you can recreate the model.
10. Make only this structure and nothing else.
11. You will work by yourself and create an entire structure.

Economic Systems Task Card

A Command Economic System

Group 2

1. Your group's culture highly values working for the good of most people.
2. You rely on the centralized government to tell you what is best for the people.
3. You are proud to build for the good of everyone.
4. Your group of workers is well known for doing the best they can for the good of the people.
5. Look carefully over the model structure provided to you.
6. This is the kind of structure that the government says is needed in your culture right now.
7. A part of your identity is that you are known as a cooperative worker.
8. Each of you will be given a different color of blocks.
9. Each of you will work together to recreate the model in front of you.
10. You will pass the structure around in a circle clockwise for each person to put on one piece at a time.
11. Continue passing it around the circle until it is done.
12. If you don't need to put on a piece at that time, just pass the structure to the next person, but **you may not skip anyone.**
13. Your structure will be judged by how well you worked together and copied the model.
14. You need to make as many of these as there are students in your group.

Economic Systems Task Card
A Market Economy System

Group 3

1. Your culture highly values personal decision making.
2. People in your culture decide for themselves what and how they will make their products.
3. You think individual freedom to decide is very important.
4. You are well known for being an independent thinker.
5. Look carefully over the blocks provided to you.
6. Each of you must decide what you want to make with the blocks.
7. You may work alone or with others in your group.
8. Your product will be judged by how much other people need and want it.
9. Your group must make at least as many structures as there are students in the group.
10. You may make more, but you must be careful that they are needed or wanted.

(AID) Extension Activity and The Economic System of Our State

Name _____

Date _____

Directions:

I. You are going to **find out which of the three types of economic systems our state usually uses**. You will do this through research and by using the scientific method.

The scientific method usually includes:

- a **question**
- an **hypothesis** = an educated guess as to how an activity will turn out
- **testing** = trying out the activity
- **observations** = carefully watching the activity
- **recording** information = writing down what happened
- drawing **conclusions** = think about and write down what the results might mean
- **questions** for **future** study = new questions that come up as a result of doing the activity

II. Answer the questions below. You may use short quotes, drawings or diagrams to show your information.

1. This is the **question** you are trying to find out:

“Which of the three systems is most commonly used in our state?”

2. Before you look at any evidence you will **hypothesize** as to which economic system you think is the one most commonly used in your state. Fill in your **hypothesis** on the line below.

My **hypothesis**:

I think our state uses the _____ economic system.

3. Now you will **test** out your hypothesis by researching business in your state.

Look at the newspaper, magazines and other materials you can find in the room that show economic information or activity.

4. **Observe** how things are done. What motivates people to work? How does a business know what to make? Who chooses what will be made? Why do they make those things? Who decides what will be bought?

5. **Record** the observations you made from the resources you found and cite (The word *cite* means to write down the name and date of the resource.) your resources:

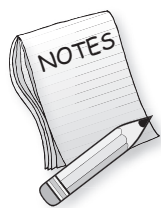
- **For a newspaper** write the name, the date, the section and the page of the paper.
- **For a magazine** write the name of the magazine, the volume and number, the date and the page number.

- **For a book** write down the name of the book, its author or editor, the publisher, the copyright date and the page(s).
- **For the Internet** write the name of the site, its exact web address, and the date you used it.

6. **Conclude** what economic system our state actually uses and why it uses that system.

7. If you still have time, try these **questions** for **future study**:

- Are there any other economic systems?
- Are there mixtures of the three systems?
- Are there places where the other two systems are used in our state?
- If so, where are they and why are they used under those circumstances?



Extension Activities

(AID) Students who finish building their model before others and who need more challenge should be given the opportunity for further research provided by the following activity. Students may conduct research using the scientific method to find out what economic system is mainly used in their state.

- Students may do this individually, in pairs or as a small group as you deem appropriate to the circumstances.
- Students may use the newspaper and magazine materials supplied or anything other resource available in the room to conduct their research.
- If the Internet is used, you may need to give time slots for those students wanting to use it as a resource in order to equitably share that resource.
- Be sure to let students know they are using the scientific method and what the parts and steps to that method are.
- If a student finishes this extension and there is still time, that student may look into some of the questions for future study.
- Students should share their findings with the class in a clear and logical manner.

Post Assessment

- Determine the degree of understanding of the three economic systems and your state's economic system through examining the following four items:
 - o The quality of their group's building and work ethic
 - o The quality of their research (where applicable)
 - o Their participation in the group discussions
 - o Checking for understanding through a quiz
- *It does not matter where a student shows his or her level of mastery of the concepts, only that they do.*
- The level of mastery evidenced should be the student's grade for this lesson
 - o **Mastered** the concepts of the three economic systems and your state's economic system
 - o **Secure** in the concepts of the three economic systems and your state's economic system
 - o **Intermediate** knowledge of the concepts of the three economic systems and your state's economic system
 - o **Beginner** with the concepts of the three economic systems and your state's economic system

State Economics

- o **Unaware** of the concepts of the three economic systems and your state's economic system

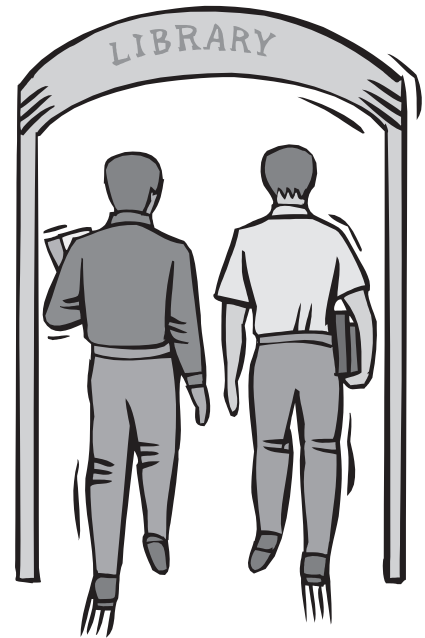
Mastered = the highest grade for your system

Secure = second highest grade for your system

Intermediate = the middle grade for your system

Beginner = the fourth highest grade for your system

Unaware = the lowest grade for your system



Quiz for Economic Systems

Name _____

Date_____

Directions: Answer the questions below as fully as you can.

1. Name three types of economic systems. (3 points)

2. Explain the first economic system you listed in question 1. Be sure to include who decides what is produced and why they decide as they do. (4 points)

3. Explain the second economic system you listed in question 1. Be sure to include who decides what is produced and why they decide as they do. (4 points)

4. Explain the third economic system you listed in question 1. Be sure to include who decides what is produced and why they decide as they do. (4 points)

5. Which system does our state use the most? (2 points)

6. Why does it use that one instead of the others? (3 points)

Debriefing and Reflection Opportunities (15 minutes)

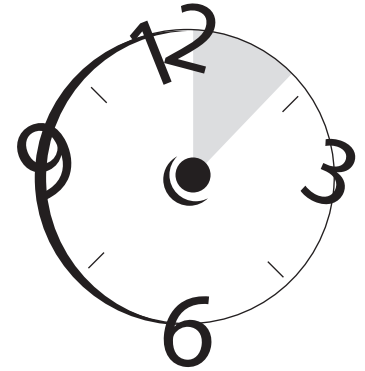
1. Guide a class discussion on the three types of economic systems.
2. Stimulate participation with questions such as:
 - How did it feel to build under your group's system?
 - What motivated you to do the work in your group's system?
 - How much choice did you have in your system?
 - How efficient was your group's system?
 - What ownership did you have in making your product?
 - What sense of accomplishment do you feel about your product?
 - Was there a market for your product?
 - How well did the product come out?
 - How closely were you able to follow the value system of your group?
 - Why do you think it was that way?
3. Allow time for student presentations of the Extension Activity about your state's economic system.
4. *Be sure to include the following two questions:*
 - Which of the three economic systems would you say most of our state uses?
 - Why do you think it uses that system and not the others?

Jr. Economists: Problem Solving for Our State's Economic Needs

Parallel: Core/Practice

Time Allocation: 5 hours, 35 minutes

Required Materials and Resources on Page 165



Lesson Overview

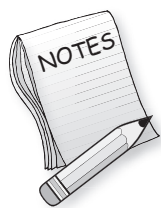
This lesson focuses on the Creative Problem Solving Process. Students learn what the process is and how to apply it to an economic problem. In groups they act as junior economists by identifying a state economic problem related to scarcity. Using the Creative Solving Process they then develop a proposed solution to the problem as well as a product that exemplifies this solution. The proposal is carefully edited; the product revised appropriately; and the finished articles are directed to an appropriate state agency.

Guiding Questions

- What are the needs of our state's people as a group?
- How do they compare with an individual's needs and wants?
- What needs and wants are not met by the resources available in our state?
- What could be done about that situation?
- What is already being done about that situation?
- What is scarcity?
- What does an economist do?
- In what ways might we students help solve some of the economic problems faced by our state?

BIG IDEA

How do states deal with scarcity issues?



Content Goals

Universal Theme

Systems

Principles and Generalizations

State economic systems cannot meet all of the needs of the population.

Concepts

- Needs
- State economic systems

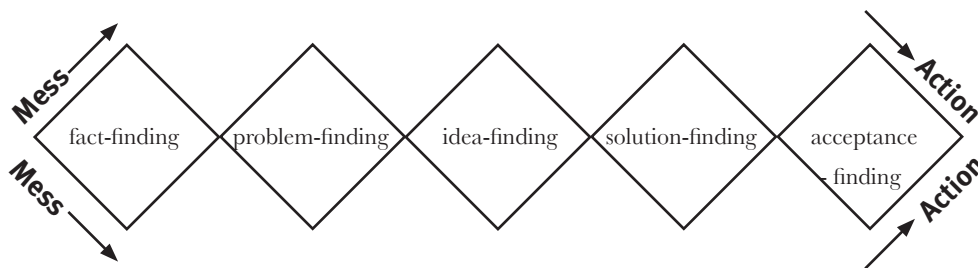
Teacher Information

- Acquaint yourself with the following:
 - o Your state's resources, goods, services and system of exchange
 - o The needs and wants of the people of your state
 - o The needs and wants of people in the state that are not met by resources or goods and services available within the state.
 - o The Creative Problem Solving Process which is a proven method for solving real world problems.
 - o The fact that economists define, plan action and take action regarding economic problems.
- The steps in the Creative Problem Solving Process are as listed below. They must all be included but they *do not* have to be done in a rigid order. Some steps will need to be revisited as the process ensues.
- Steps in the Creative Problem Solving Process:
 - o Mess - the situation
 - o Fact-finding - facts about the situation
 - o Problem-finding - the issue that will be acted upon
 - o Idea-finding - actions that might help resolve the issue
 - o Solution-finding - ways to create the idea for addressing the issue
 - o Acceptance-finding - getting your idea to happen successfully
- Each of these steps have two facets:
 - o The first facet is a divergent activity.
 - Δ This is called “brainstorming” or gathering all of the possibilities that can be thought of or found.



State Economics

- Δ In a brainstorming step all possibilities or ideas are acceptable.
 - o The most outrageous can often be the most helpful later on.
 - o The second facet is evaluating the possibilities from the brainstorming and making the best selection or combination that will most fully or positively address the situation.
- The stages are diagramed with open lines to allow for things to come and go during each step of the process.
 - o The arrows indicate the general direction of the flow in the process and the pattern of divergence and convergence.



Please note that when solving real world problems students will usually jump to solutions or ideas before getting all of their facts. They will also often choose a solution and then feel they are done whether it works or is implemented or not. Therefore, they need a structure like this one to help guide them through their problem solving process.

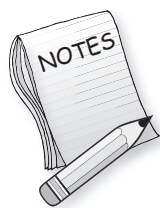
For more information on how to use the Creative Problem Solving Process look in one of the following books:

1. Treffinger, Donald with Isaksen, Scott & Doval, Brian. *Creative Problem Solving: An Introduction* 3rd edition. (ISBN# 1882664620)
2. Eberle, Bob & Stanish, Bob. *CPS for Kids: A Resource Book for Teaching Creative Problem Solving to Children*. (ISBN# 1882664264)
3. McIntosh, Joel with Meacham, April. *CPS in the Classroom*. (ISBN# 1882664000)

Skills

- Analyze
- Solve problems creatively
- Collect and interpret data

GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



- Evaluate
- Take notes
- Synthesize
- Use multiple resources

Materials and Resources

1. Information from previous lessons regarding human needs and wants and your state's resources
2. Paper
3. Writing implements



Preparation Activities

1. Familiarize yourself with the Creative Problem Solving Process (See information included in this lesson plan).
2. Prepare yourself to be a facilitator more than an instructor during this process.
3. Make a notebook to keep track of who is doing what.
 - Write down what each group is doing every time they work on the problem and write what they need to do next.
4. Gather materials as needed for the groups.
5. Be prepared to help students make contacts and function like junior economists.
 - Economists collect and interpret data and make recommendations to major organizations regarding how they might take action to solve economic problems. This is what the students will be doing.
6. Create mini-lessons on resource finding, note-taking, data collecting, data interpretation, authentic resources, the steps in the Creative Problem Solving Process, professionalism and product quality (you may refer back to list in Module 1 regarding presentations and visuals) as needed for each step of the lesson.

Introductory Activities (10 minutes)

- Inform the students that in this lesson they will be making a shift from their state's economic system in general to looking into problems in their state's economic system in particular.

State Economics

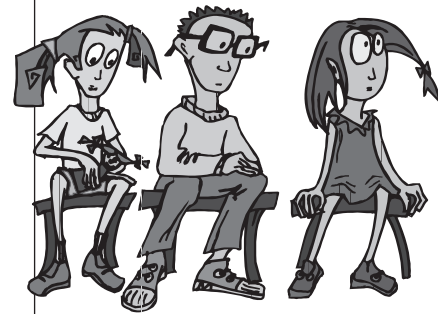
- Ask your students what shift they will be making from the previous lessons to this one.
 - *Be sure that the students are clear about this shift.*
 - *They need to understand that they are changing their role from being the lesson learner to being the problem solver. The first one only requires that they take in and give basic responses. The later one requires that they find information on their own and come up with creative solutions and ways to make those work.*
- Recap the “Needs and Wants” lesson in the 1st module as well as the needs and wants of the people of your state in particular.
- Refer back to the information gathered in previous lessons to examine the resources available in your state including natural, human and capital.

Pre-assessment (1 hour)

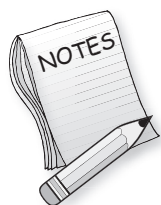
- Have students list the things or steps they think are necessary for solving a real world problem.
 - Direct students to first construct a list individually and then share their ideas with the group
- Demonstrate the parts of the Creative Problem Solving Process
 - Ask students questions regarding the reasons for the components of the Creative Problem Solving Process.
 - Align their thoughts on a problem solving process, relating items from their sharing to the sections of the Creative Problem Solving Process.
 - Point out other components that are included in the Creative Problem Solving Process and explain why they are necessary to their success as problem solvers.

Teaching and Learning Activities (4 hours, 10 minutes)

1. Compare resources in your state to the needs and wants of the state.
2. List the goods and services that people need, but the state does not have the resources to make for itself.
3. Pursue the idea of scarcity.
 - Have some students search to find the definition of the word *scarcity* and report back to the class.
 - Have other students explain how *scarcity* plays a role in your state economic system.



GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



4. Have students brainstorm economic problems that exist in your state as a result of scarcity.
 - Have students select the ones from the brainstormed list that they feel are the most important.
5. Group students by interest for each of the things that the students selected as important problems of your state's economic system.
6. Explain to students that it helps to have a system for solving problems and that to that end you will be teaching them a problem solving method.
7. Instruct and practice The Creative Problem Solving Process or another similar process.
8. Apply the Creative Problem Solving Process or some other orderly means of problem solving to important economic problems listed by the class.
 - Each group of students takes on one problem.
9. Show the post assessment evaluation criteria list to the students before they begin work.
10. Allow time for students to work.
11. Assume a teacher role as a guide on the side for the students.
12. Explain to the students that their role is to use the problem solving method that you taught them to come up with a proposal for solving their group's problem.
13. Tell them to write their proposals so that they include both an identification of the problem and a potential solution. The proposals should be directed to the appropriate state agency.
14. Inform students groups that they should also make a product to accompany their proposal that they feel will help convince the government people or agency.

State Economics

- This product must be evaluated by one group member, then another student in the group, and then teacher. Revisions and improvements must be made before it is sent.
15. Stress that the quality of writing should be as high as possible.
 16. Be sure to have students do edits and rewrites.
 - One student in the group should do an edit.
 - Another student in the group should do a second edit.
 - The first student then does a rewrite.
 - The teacher then does an edit.
 - The first student does the final rewrite.
 17. Instruct students to send their polished proposals to the appropriate state government agencies.

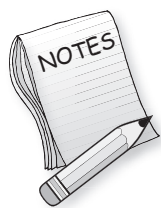
Products and Assignments

- Student groups' polished proposals that are designed to identify and help solve a state economic problem.
- Student groups' finished products that enhance the written proposals

Extension Activities

1. Students can follow up their proposal letter with a phone call to make sure it got to the right person.
 - The student(s) will prepare for the phone call by writing down what they are going to say including mannerly expressions such as, please, thank you, sir or ma'am, etc.
2. Student(s) can request a meeting with that person or that the person might come to their class to discuss the economic problems the students identified and their suggested solutions.
3. If the person does come, students will need to arrange to do the following:
 - make a statement of welcome,
 - present their issue and suggested solution and
 - prepare questions for the guest.
4. Contact a local newspaper to arrange for them to stop by and briefly cover the event and take pictures.





- Have refreshments and take pictures.

Post Assessment

- Student products should be judged on the extent to which they manifest the following criteria in their work:
 - o Gathered information from more than one source
 - o Focused on the most useful information
 - o Used the information gathered to help define their problem.
 - o Followed an organized process to arrive at a clearly defined problem
 - o Thought of many ideas for solving the problem
 - o Chose the best idea to implement
 - o Thought of many ways to create their solution.
 - o Chose the most effective way
 - o Anticipated difficulties that might arise in the solution process
 - o Made recommendations as to how to overcome those difficulties
 - o Contacted the appropriate authorities with their problem definition and suggestions proposal
 - o Solutions complete with suggestions for how to overcome possible difficulties
- *All of these criteria should be shown to the students before they begin their projects. (See #9 in Teaching & Learning Activities)*
- Grading should be done by a combination of scoring the group products and giving credit to each individual for his or her contribution to the group's work.
 - o See rubric which follows for a post assessment grading

Debriefing and Reflection Opportunities (15 minutes)

Have a class discussion on the pro's and con's of the lesson and take notes.

- The purpose of this talk is to give the students a chance to evaluate the lesson.
- Get students' input on the project just completed.
- Ask them if they were to do it again what they would keep? What would they discard and why?
- Guide students to understand that their input will help the teacher in future lessons as well as teaching this lesson with subsequent classes.

Name _____

Date _____

Rubric for State Scarcity Project

Criteria	1	2	3	4	Your Score
Quality Information from multiple sources/ clear focus	Information is cursory or incorrect. Little understanding of content is evident from project–no clear focus.	Some solid information presented in report with some focus; however, some information is incorrect or cursory. Group may have used only one source.	Solid information from more than one source is used in report. Focus is on most useful information.	Quality information from multiple sources is well presented and clearly focused throughout report.	1 2 3 4
Used organized process and appropriate information to define problem.	Little organization is reflected; information may not be appropriate to define problem.	Some organization is reflected in definition of problem, but it does not present all of the necessary information.	Report reflects organized process and information to define problem, but it could be more extensive or better developed.	Report reflects organized process and excellent, well developed information to define problem.	1 2 3 4
Many ideas with most effective one chosen as solution for problem	Group had few ideas; none were really effective solutions for problem.	Group had some ideas; idea with some efficacy was chosen for solution.	Group had many ideas; good idea chosen as solution for problem.	Group had many excellent ideas; most effective idea was chosen as solution for problem.	1 2 3 4
Anticipated difficulties in solution/made recommendations to overcome those difficulties	Group did not anticipate difficulties that might arise in solution process or if they did, they had no feasible recommendations as to how to deal with those problems.	Group anticipated at least one difficulty that might arise in solution process, but had limited suggestions for overcoming the problem.	Group anticipated some difficulties that might arise in solution process and made good suggestions as to how to overcome those difficulties.	Group anticipated multiple difficulties that might arise in solution process and made excellent recommendations as to how to overcome those difficulties.	1 2 3 4

Name _____

Date _____

Rubric for State Scarcity Project

Criteria	1	2	3	4	Your Score
Writing is well organized with sound mechanics; problem and solution are clearly presented with necessary facts and details for support.	Report lacks organization, clarity, and or supporting details; frequent errors in spelling, grammar, and punctuation are present.	Report reflects some organization, but problem and solution are not clearly presented or supported; some errors are evident in spelling, grammar and punctuation.	Report has good organization, and problem and solution are clearly presented, but there could be more supporting facts and details. Mechanics are generally good.	Report is nearly error-free and reflects excellent organization, clear presentation of problem and solution and superior supporting facts and details.	1 2 3 4
Contacted appropriate authorities with problem definition and solution, including creative suggestions to overcome anticipated difficulties.	Appropriate authority was not contacted.	Appropriate authority was contacted but problem definition lacked suggestions to overcome anticipated difficulties.	Appropriate authority was contacted with problem definition and solution, but suggestions to overcome difficulties were limited.	Appropriate authority was contacted with problem definition and creative and compelling suggestions to overcome anticipated difficulties.	1 2 3 4
Student cooperated well with group and did independent tasks in a competent and timely manner.	Student did not contribute much to group; independent tasks were not completed or were not done on time.	Student made some contributions to group; independent work was only fair.	Student made good contributions to group, but did not go beyond his or her work. The independent work was of good quality and on time.	Student made excellent contributions to group and took responsibility for project. His or her independent work was of excellent quality and on time	1 2 3 4

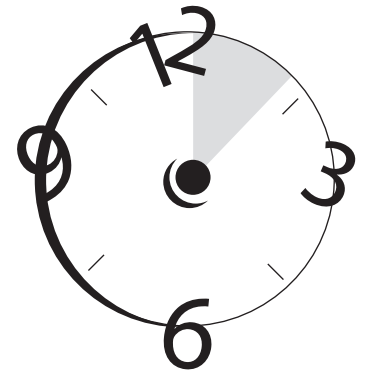
Other States' Economic Systems

Parallel: Core/AID

Time Allocation: 1 hour, 25 minutes (Lesson 11)

8 hours, 20 minutes (Module 3)

Required Materials and Resources on Page 165



Module Overview

This module conceptually expands into economics of other states and the United States as a whole. It branches out and makes connections from the students' current circumstances of their own state, to other states and the nation. In light of our population's current mobility this section is essential. Students need to understand the workings of their nation because it is likely that they or their kindred, may not all reside in their present locality for their entire lives.

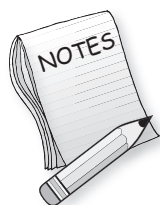
Students tie together all that they have learned in the unit thus far. Furthermore, they will connect the unit to other disciplines through the universal theme of Systems. It is strongly recommended that at the end of this module another discipline of your curriculum be launched that uses Systems as a concept. For example, you might go into the metric system, the circulatory or digestive system, systems of writing for your state testing, or other systems from other disciplines. This transfer will provide a seamless transition for you and your students to that next piece of your curriculum. Making connections from a small unit to a larger set is an important thinking skill.

As the school year continues to unfold you can continue to connect Systems to your classroom experiences. By keeping the Systems learning center from these lessons up and running, you and the students can continue to attach thoughts, principles, generalizations, concepts, ideas and experiences to the universal theme of Systems and thereby make a richer and deeper understanding of this and other such themes in the lives of all human beings. This understanding will help you and your students come to a broader and more integrated understanding of the world and your role in it.

BIG IDEA

**Economic Systems
of all States**

GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



Lesson Overview

Students apply the knowledge they have learned about their state's economic system and research another state to create a "State Sack." To create the sack, students must access information, create a Venn diagram comparing the state to their home state, and then transform ideas, such as a state's goods and services, into exemplary objects. The finished state sacks are shared with the entire class. An AID opportunity invites students to create mini sacks of states that were not featured. The lesson concludes with generalizations that can be drawn about the economic systems of all of the states.

Guiding Questions

- What are the economic systems of other states?
- What are the similarities and differences between our state's economic system and those of other states? (AID)

Content Goals

Universal Theme

Systems

Principles and Generalizations

- States' resources have similarities and differences.
- States' systems of economics have things in common

Concepts

State economic systems (area of emphasis)

Teacher Information

Information regarding the resources, goods, services, systems of exchange and economic system for each of the United States should become available during this module and especially in this lesson.

Skills

- Research
- Transform ideas into exemplary objects (metaphors)



Systems

Materials and Resources

1. Large paper bags
2. Markers and other general art supplies
3. Chart paper

Preparation Activities

1. Make a sample State in a Sack of your own state.
2. Make it elaborate enough to inspire but not so elaborate as to discourage. (Keep in mind the levels of your students as you do this project).
3. Example of contents in the State in a Sack bag:
 - If the state raises a lot of pigs, the student could put a pig stuffed animal in the bag.
 - If the state has high unemployment, the student could draw a lot of people standing outside an office of employment. (Drawings can be as simple as stick figures as long as they are clear.)
 - If the state has a high proportion of the country's wealthy, the student could put a silver spoon in the bag.

Introductory Activities (10 minutes)

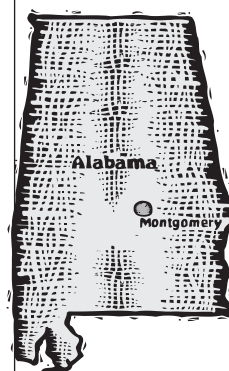
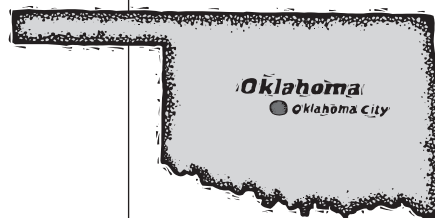
- Explain that now that the students know about their own state's economic situation, it is time to branch out and find out about the other states.
- Explain that to do this they will be making a "State in a Sack."
- Show and explain your sample "State in a Sack."

Pre-assessment

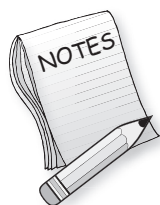
N/A

Teaching and Learning Activities (55 minutes)

1. Explain the "State in a Sack" homework assignment.
2. Assign each student a state other than his or her own. The states should probably be assigned at random.
3. Require students to use at least two resources to find the information they need regarding their assigned state.



GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



4. Tell students to use a large paper bag to represent their state.
5. Give them one week to accomplish this project.
6. Inform them that the sack should include at least those items listed below :
Required *on the outside* of the bag:
 - The name of the state
 - The shape of the state
 - Its location within the United States
 - The state flower, bird, flag or seal
 - A diagram that compares your home state's economic situation with the assigned state's economic situation (This may be a Venn diagram or other kind of concept map.)
 - A list of the resources used to get their information
 - o Students should cite their resources using whatever bibliography system your school uses.Required *on the inside* of the bag:
 - Objects that will represent the state's
 - o Economic system
 - o Goods and services
 - o Needs
 - o Products
 - o Resources
 - o Scarcity issues
 - o System of exchange
7. Inform students that the state sacks will be evaluated according to the rubric at the end of this lesson. Copy and review the rubric with them before students begin their work on the state sacks.
8. After sacks are completed, begin the next part of the lesson by having students share their state in a sack. Sharing is accomplished half of the class at a time.
 - Half the class sets their projects on their desks while the other half walks around, looks at them and talks with the owners of the sacks.
 - Those who are going around have a list of all the states they have to visit.
 - As students see in "State in a Sack," they check it off their list.

9. After one half of the class looks while the other half shares, then switch so that the other half looks and shares.
10. When all students have looked and shared, leave the sacks around the room for a few days to lead into the next lesson.

Products and Assignments

Students' state sacks

Extension Activities

(AID) Invite those students who need more challenge to do a “Mini State in a Sack” using a lunch bag for a state that has not otherwise been done by a student in the class.

Post Assessment

Evaluations of students' state sacks using rubric at the end of this lesson.

Debriefing and Reflection Opportunities (20 minutes)

1. Pair students who have generally had different experiences during this unit.
2. Have those student pairs discuss and list their responses to the question below.
 - In light of all that they learned about economic systems in this unit, are there any generalizations that they could make about *all* systems?
3. Lead a whole class discussion regarding what generalizations can be made about the economic systems *of all of the states*. (area of emphasis)
4. Write the conclusions on chart paper.
5. Keep this paper for future lessons.

Name _____

Date _____

Rubric for State Sack

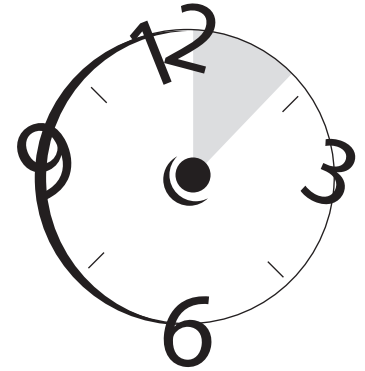
Criteria	1	2	3	4	Your Score
Quality and Accuracy of information	Content is unclear; information is disconnected; product does not reflect understanding of material.	Product reflects a limited understanding of material; content of material is clear but has little or disconnected support.	Content is clear; information is accurate with some supporting information reflected in product.	Product reflects an abundance of relevant, accurate and interesting information.	1 2 3 4
Care, Creativity (originality, complexity, elaboration) of product	If creativity is present, it is only in a limited way. Little care, detail, neatness, or complexity is reflected.	Product reflects satisfactory care and some creativity, but there is no complexity or elaboration.	Product reflects obvious care and neatness. There is some creativity and elaboration, but it does not reflect complexity.	Product reflects excellent care and creativity. There is originality, complexity and elaboration of ideas.	1 2 3 4
Quality of metaphors for economic concepts	Metaphors may not be used for all required categories; if they are used, they may be confusing or only vaguely related.	Most required categories have metaphors, but they are on a literal level	Metaphors are used for all required categories. Some are insightful and creative; some are merely literal.	Insightful metaphors are used for all required categories. They are insightful and creative and often quite original.	1 2 3 4
Completeness Of product	Not all required categories are reflected in product, and some categories may be incomplete.	Most required categories are reflected in product, but some may be incomplete	All required categories are reflected in product, but some may lack development.	All required categories are reflected in product, and all are fully developed. Many display extra detail and elaboration.	1 2 3 4
Timeliness	Product is significantly late.	Some aspects of product are completed and submitted on time; other parts of project are late	Most aspects of product are completed and submitted on time.	All aspects of product are completed and submitted on time.	1 2 3 4

Economic Systems in the United States

Parallel: CORE/CONNECTIONS/AID

Time Allocation: 1 hour, 55 minutes

Required Materials and Resources on Page 165



Lesson Overview

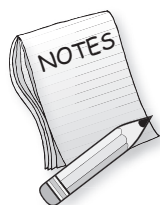
Students examine sections of the United States Constitution that support a market economy system and then apply this knowledge when they play a matching game in teams. The game provides a review of the key points in a market economy system as well as a learning tool for understanding certain sections of the United States Constitution. As the students play the game, they begin to synthesize the information from both sources and reach a deeper level of understanding of the economic system of the United States.

Guiding Questions

- What economic system do most states in the United States use?
- Why do we use the market economy system? (AID)
- What about our nation's founding caused us to become a market system nation? (AID)
- How does our Constitution support a market economy system?
- Why does the whole nation use one system?

BIG IDEA

**The United States
supports a market economy.**



Content Goals

Universal Theme

Systems

Principles and Generalizations

- The United States' economic system shares the same basic elements as the economic systems of the individual states.
- Our country uses a market economy.
- Our system of government supports a market economy.

Concepts

Economics in the United States

Teacher Information

- There are six basic characteristics of a market system:
 - o competition
 - o freedom of enterprise and choice
 - o limited government
 - o motive of self-interest
 - o private property
 - o system of markets and prices
- The Constitution guarantees the personal rights necessary to support these six characteristics.
- There are at least eight parts of the Constitution that support our economic system:
 - o Congress shall have the power to regulate Commerce with foreign nations and among the several states. (adapted from Article 1, section 8 of the U.S. Constitution)
 - o Congress shall have the power to coin money and regulate the value thereof. No state shall coin its own money. (paraphrased from Article I section 8 of the U.S. Constitution)
 - o Congress shall have the power to promote the progress of science and useful arts by securing for limited time to authors and inventors the exclusive right to their respective writing and discoveries. (adapted from Article 1, section 8 of the U.S. Constitution)



Systems

- o No bill or law shall be passed that violates a contract after it has been written and signed or that prevents the requirements of a contract from being fulfilled. (paraphrased from Article I section 9 and 10 of the U.S. Constitution)
- o No tax shall be put on products exported from any state and no state shall make taxes or duties due on their imports or exports without permission of Congress. (paraphrased from Article I section 8 of the U.S. Constitution)
- o “The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated...” (quoted from the 4th Amendment to the Constitution)
- o “No person shall be deprived of life, liberty, or property, without due process of the law...” (quoted from the 5th Amendment to the Constitution)
- o The list of rights in the Constitution shall not take away other rights of the people. The powers not given to the United States by the Constitution or forbidden by States belong to the people. (paraphrased from the 9th and 10th Amendments to the Constitution)

Skills

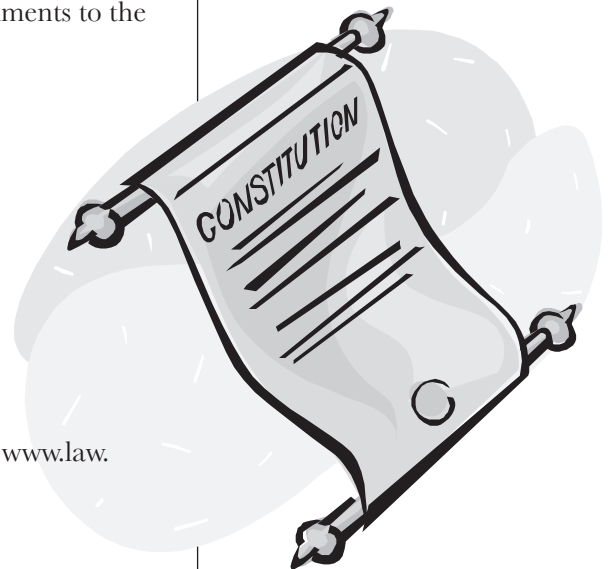
- Analyze
- Deduce
- Infer
- Synthesize

Materials and Resources

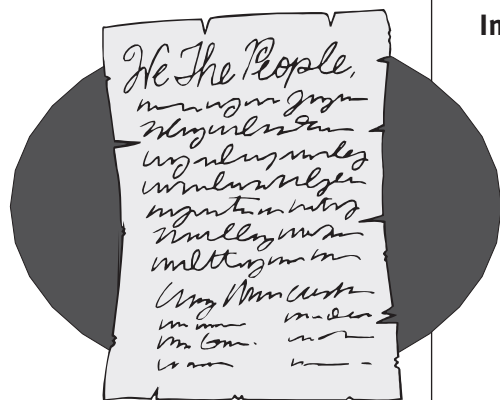
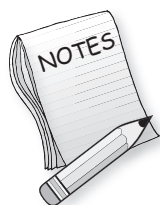
1. Market Economy cards and Constitution cards
2. a copy of The United States Constitution (available at <http://www.law.cornell.edu/constitution/constitution.overview.html>)

Preparation Activities

1. On your thickest possible paper or card stock (It must not be transparent at all.) make four copies of the sheet of the six characteristics of a Market Economy cards and four copies of the sheet of eight parts of the Constitution cards.



GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



2. Cut them apart so that there are 24 Market Economy cards and 32 Constitution cards.
3. Get a copy of the Constitution. It is available at: <http://www.law.cornell.edu/constitution/constitution.overview.html> where it is listed by Article and the Amendments which make it easy to get the parts you want.
4. Enlarge one or copy a class set of at least the first page for the students.
5. You may also wish to make a copy of Article 1 and Amendments 4, 5, 9, 10 and 14 to use in the Extension Activity portion of this lesson.

Introductory Activities (15 minutes)

- Gather the whole class together to discuss the questions below:
 - What conclusions can be drawn from the previous lesson about different state economic systems?
 - Considering our activity with the three different economic systems, why do you think the United States uses the market economic system?
- Student scribes write the responses to the previous questions on chart paper or the board.

Pre-assessment

N/A

Teaching and Learning Activities (1 hour, 20 minutes)

1. Gather the class together and show students a picture of the Constitution.
2. Say something like, “When this country started there was some attention paid to making sure that there would be a free market economy. There are several ideas about that written right into our Constitution especially in Article 1 and some of the amendments.”
3. Read and discuss the information given under “Teacher Information.”
4. Play the matching card game: (This game is based on the game “Concentration.”)
 - The *Object of the Game* is to correctly match all six Market Economy cards to an appropriate Constitution card.
 - A *match* is one Market Economy card and one Constitution card where

Systems

the keyword on the Constitution card supports the characteristic on the Market Economy card.

- The *purpose of the game* is to enjoy learning how the Constitution supports a market economy.
- The *set up* is as follows:
 - Divide the class into four equal teams.
 - Lay out 56 cards face down.
 - These 56 cards are made up of 24 Market Economy cards and 32 Constitution cards.
- *Directions for playing the game* as are follows:
 - You are the host of the game.
 - You must have answers to all the possible matches in the game.
 - Students gather in their teams.
 - Teams will take turns in order clockwise.
 - Members of the teams will take turns in rotation.
 - As with the game “Concentration,” a player turns over two cards.
 - If the cards are a Market Economy card and a Constitution card, the player decides if they match. If the player thinks that they do, then the player says, “match”
 - If the player is correct and the cards do match, then that player’s team gets a point and the player’s team keeps the two cards.
 - If the player is wrong and the cards do not match, then there is no point awarded and the cards are turned back over.
 - The next team takes their turn and follows the same steps.
 - Play continues until one team gets matches for all six of the various kinds of Market Economy cards.
 - If the cards are both of the same kind, then they are automatically turned back over, and play continues with the next member of the next team.

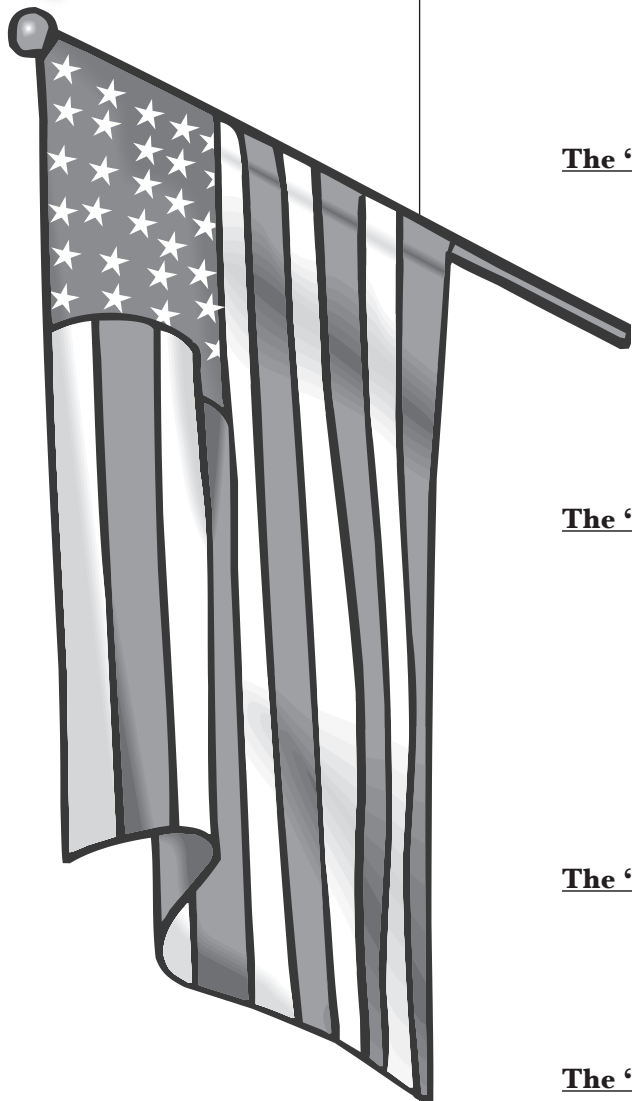
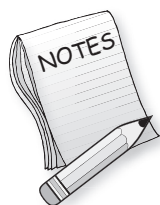
5. Possible matches in the game:

- Market Economy cards can match the Constitution cards as listed below.

The “Private Property” card can match:

- “The government cannot search or take your things without a warrant.”





- o “Government cannot take away your life, liberty or property without the proper legal process.”
- o “People can copyright their inventions and creations.”
- o “Laws cannot stop existing contracts.”

The “Freedom of Enterprise and Choice” card can match:

- o “States cannot put taxes on their exported or imported goods without permission of congress.”
- o “New laws cannot stop existing contracts.”
- o “People can copyright their inventions and creations.”
- o “The government cannot take away your life, liberty or property without the proper legal process.”
- o “Rights not listed in the Constitution are for the Sates or the people.”

The “Motive of Self-interest” card can match:

- o “New laws cannot stop existing contracts.”
- o “People can copyright their inventions and creations.”
- o “The government cannot take away your life, liberty or property without the proper legal process.”
- o “Rights not listed in the Constitution are for the States or the people.”
- o “The government cannot search or take your things without a warrant.”

The “Competition” card can match:

- o “States cannot put taxes on their exported or imported goods without permission of Congress.”
- o “The federal government has the power to put some controls on trade.”

The “System of Markets and Prices” card can match:

- o “The federal government has the power to put some controls on trade.”
- o “States cannot put taxes on their exported or imported goods without permission of Congress.”
- o “Only the federal government has the power to create money.”

The “Limited Government” card can match:

- o “States cannot put taxes on their exported or imported goods without permission of Congress.”
- o “New laws cannot stop existing contracts.”

Systems

- o “The government cannot search or take your things without a warrant.”
- o “The government cannot take away your life liberty or property without the proper legal process.”
- o “The federal government has the power to put some controls on trade.”
- o “Rights not listed in the Constitution are for the States or the people.”

Products and Assignments

N/A

Extension Activity

(AID) This assignment is for students who need more challenge and can handle independent work.

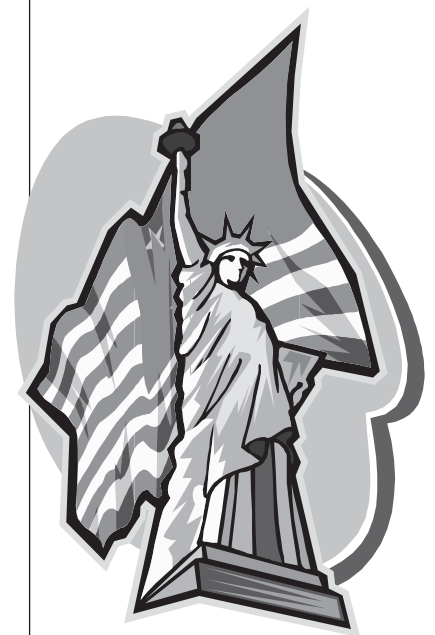
1. Look up the Constitution and find the full version of Article 1, Sections 8, 9 and 10, and the 4th, 5th, 9th, 10th and 14th Amendments.
2. The student(s) may choose one or more of the following: Article 1, Sections 8, 9 and 10 and the 4th, 5th, 9th, 10th and 14th Amendments.
3. Working alone or as a small group, the student(s) will rewrite them in words the class will better understand in order to more fully bring out their meaning for the student(s) and fellow classmates.
4. Share these rewrites with the class.

Post Assessment

The team that got the most correct information gets the highest score and so on down the line. For each individual student, temper this score with the level and quantity of contribution each individual made to his or her group.

Debriefing and Reflection Opportunities (20 minutes)

1. In their teams from the game, ask students to discuss the ways in which our state and federal government does support a free market economy and in what ways it doesn't or can't because of a need to keep the economy in balance.
2. Come together as a class to compare findings from the teams.
3. Emphasize the Principals and Generalizations, Concepts and Universal Theme that are listed at the beginning of this lesson.

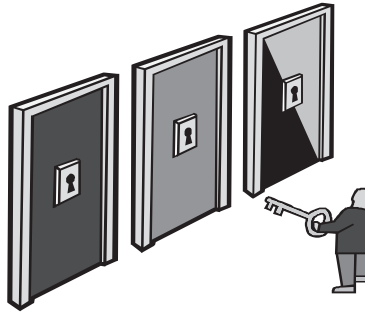




Private Property



Freedom of Enterprise and Choice



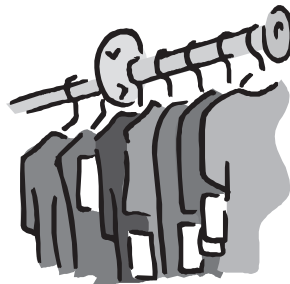
Motivation = Self-interest



Competition



System of Markets and Prices



Limited Government



Constitution

The federal government has the power to put some controls on trade

Paraphrased from Article 1, Section 8 of the Constitution



Constitution

Only the federal government has the power to create money

Paraphrased from Article 1, Section 8 of the Constitution



Constitution

People can copyright their inventions and creations

Paraphrased from Article 1, Section 8 of the Constitution



Constitution

New laws cannot stop existing contracts

Paraphrased from Article 1, Section 9 of the Constitution



Constitution

States cannot put taxes on their exported or imported goods without permission of congress

Paraphrased from Article 1, Section 10 of the Constitution



Constitution

The government cannot search or take our things without a warrant

Paraphrased from the 4th Amendment to the Constitution



Constitution

The government cannot take away your life, liberty or property without the proper legal process

Paraphrased from the 9th and 10th Amendments to the Constitution



Constitution

Rights not listed in the Constitution are for the States or the people

Paraphrased from the 9th and 10th Amendments to the Constitution

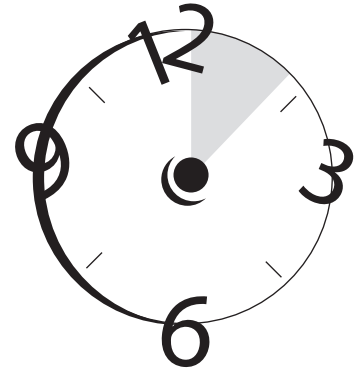


Economic Systems in General

Parallel: Core/Identity

Time Allocation: 3 hours, 10 minutes

Required Materials and Resources on Page 165



Lesson Overview

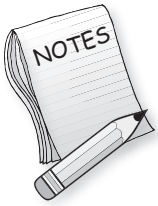
This lesson serves as a culmination of the unit and asks students to reflect upon the concepts and principles they have learned and applied. Students then synthesize these ideas and create a product(s) that reflects the specifics from these concepts and generalizations.

Guiding Questions

- What do all economic systems have in common?
- What knowledge and understandings have you gained about economics in general and our state's economics in particular as a result of participating in this unit?

BIG IDEA

**Economic systems have
common features.**



Content Goals

Universal Theme

Systems

Principles and Generalizations

- There are a limited number of types of economic systems.
- All economic systems have common features.
- Government is involved with economic systems.

Concepts

Economic systems in general.

Teacher Information

- Economics is a Social Science that is concerned mainly with the description and analysis of the production, distribution, and consumption of goods and services
- In Economics there are several important concepts:

o Barter	o Economic systems
o Exchange	o Goods
o Scarcity	o Services
o Money	o Needs
o Production	o Resources
o Role of government	o Wants
- There are three forms of economic systems:
 - o Traditional, Command and Market.
- There are six characteristics of a market economy:
 - o Competition
 - o Freedom of enterprise and choice
 - o Limited government
 - o Motive of self-interest
 - o Private property
 - o Systems of markets and prices
- The federal and each state's government help to support our economy.



Systems

Skills

- Analyze
- Comprehend
- Evaluate
- Produce a product
- Synthesize

Materials and Resources

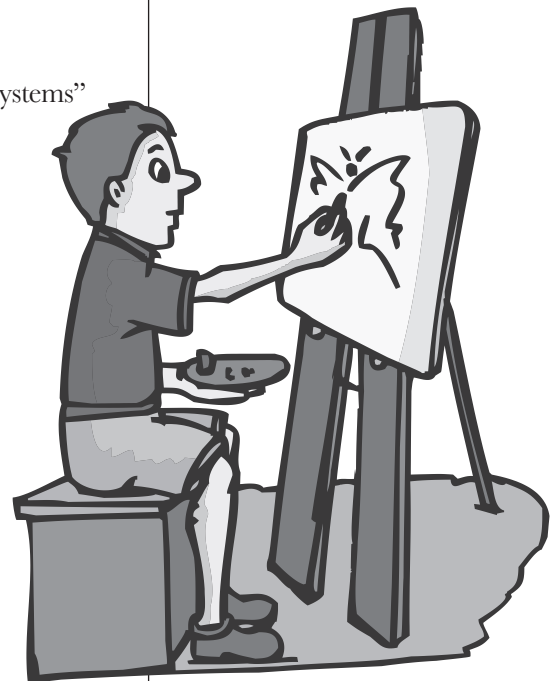
General school and arts supplies

Preparation Activities

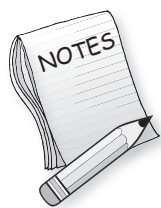
Collect samples of all of the lessons that went before this lesson in this unit.

Introductory Activities (10 minutes)

- Remind students of the key concepts that they have encountered about economics as they have studied this unit.
 - Economic system
 - Economic systems as one type of the Universal Theme, “Systems”
 - Economics
 - Goods
 - Hierarchy
 - Maslow’s Hierarchy of Needs
 - Needs
 - Priorities
 - Production
 - Resources
 - Services
 - State economic systems
 - State goods and services
 - State resources
 - System of exchange
 - U.S. economic systems
 - Wants
- Show at least one of each of the products and assignments from the past lessons in this unit.



GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



Pre-assessment (20 minutes)

Students will define, through writing and/or drawing, the concepts from each of the lessons thus far.

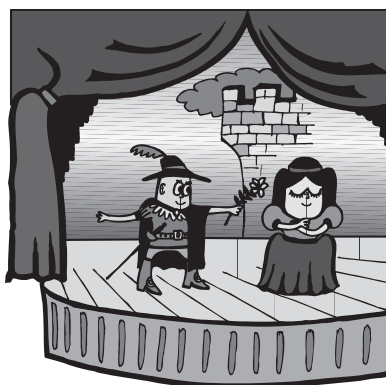
Teaching and Learning Activities (2 hours, 20 minutes)

1. Explain to students that each of them will make a product or products that best show what they now know about economics in general and their state's economics in particular.
2. They must be sure to include something that defines economics in general and your state's economics in particular.
3. The product(s) must incorporate the following concepts:

- barter
- goods
- needs
- resources
- services
- exchange
- money
- production
- scarcity
- wants

4. In addition, the product(s) should represent the three forms of economic systems, including their similarities and differences, the six characteristics of a market economy, and the role of government in our economic system.
5. Suggested products that would work include but are not limited to:

- animation
- brochure
- carving
- commercial
- dance
- drawing
- game
- mobile
- photo essay
- puppet show
- radio show
- article
- building
- charts
- computer web site
- debate
- editorial
- gymnastics
- oral presentation
- poetry
- puzzle
- report
- audio tape
- cartoon
- collage
- crossword puzzle
- diagrams
- essay
- map
- painting
- posters
- quilt
- research paper



Systems

- role playing
- speech
- tree diagram
- sculpture
- story
- video
- skit
- timeline
- web diagram

6. Students should choose a medium that they are comfortable and familiar with so that they can do their very best. (Now is not the time for them to pick something new.)
7. Be sure students know that the product must *communicate their information* well regardless of the medium that they choose.
8. Strongly recommend that they label all parts of their product(s).
9. Give students time to work on their products while you circulate to answer questions and concerns as necessary.

Products and Assignments

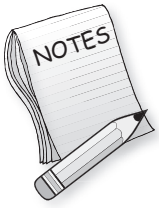
Students' products that represent the concepts of economics in general and their state's economics in particular

Post Assessment

Students' products should be graded based on the degree and quality of fulfillment of the required contents as per the rubric included at the end of this lesson.

Debriefing and Reflection Opportunities (20 minutes)

1. Return the pre-assessments from prior lessons to students, as well as the one from this lesson. Give them time to look them over and reflect upon them.
2. Place students in groups or allow them to choose their own groups if you feel they will work productively. Have groups discuss what they have gained as a result of doing these lessons.
3. Have each group designate a scribe to record their findings.
4. Bring everyone back together.
5. Ask one member from each group, other than the person who did the recording, to report on their findings.
6. Point out common findings from the groups.



7. Point out unique findings from each group.
8. Emphasize the Universal Theme, Principals and Generalizations and the Concepts from this lesson, especially the point that all economic systems have common features.



Pre-assessment for Economics Unit Gains

Name _____

Date _____

Directions: Respond to the questions below as fully as you can. You may write and/or draw your responses.

1. Write or draw something that defines economics.
2. Write or draw something that explains our state's economics system.
3. Write or draw something that explains the concept of needs.
4. Write or draw something that explains the concept of wants.
5. Write or draw something that explains the concept of goods.
6. Write or draw something that explains the concept of services.
7. Write or draw something that explains the concept of production.
8. Write or draw something that explains the concept of exchange.
9. Write or draw something that explains the concept of resources
10. Write or draw something that explains the concept of natural resources.
11. Write or draw something that explains the concept of human resources.
12. Write or draw something that explains the concept of capitol resources.
13. Write or draw something that explains the concept of scarcity.
14. Write or draw something that explains the concept of barter.
15. Write or draw something that explains the concept of money.
16. Write or draw something that explains the three forms of economic systems.
17. Write or draw something that tells the six characteristics of a market economy
or as many as you can remember.
18. Write or draw something that explains the role of government in our economic system.

Economics Unit

Show What You Know - Product Instructions Sheet

Name _____

Date _____

Make a product or products that best shows what you now know about economics in general and our state's economics in particular.

The product must be sure to include:

- something that defines economics and our state's economics
- the concepts of:
 - o needs, wants, goods, services, production, exchange, resources, scarcity, barter, money
 - o how those concepts are or aren't connected
- the three forms of economic systems
 - o their similarities and differences
- the six characteristics of a market economy
- the role of government in our economic system

Here are some product ideas that could work:

animation, article, audio tape, brochure, building, cartoon, carving, charts, collage, commercial, computer web site, crossword puzzle, dance, debate, diagrams, drawing, editorial, essay, game, gymnastics, map, mobile, oral presentation, painting, photo essay, poetry, posters, puppet show, puzzle, quilt, radio show, report, research paper, role playing, sculpture, skit, speech, story, timeline, tree diagram, video, web diagram

Choose something to work with that you are comfortable and familiar with so that you can do your very best. Now is probably not a good time to pick something new.

The product must communicate your information well.

I strongly recommend that you label all parts of your product(s).

Name _____

Date _____

Rubric for Economics Units Project

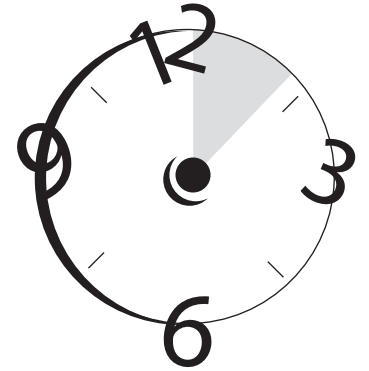
Criteria	1	2	3	4	Your Score
Accuracy of Information	Information is cursory or incorrect. Little understanding of material is reflected in content.	Some solid information presented; however, some information is incorrect or cursory.	Information is correct and adequate throughout product.	Ample information is well presented and accurate throughout product.	1 2 3 4
Clarity of Communication	Focus is unclear; there is no apparent logical order of information	Content is loosely connected; transitions lack clarity.	Sequence of information is well-organized for the most part, but more clarity with transitions is needed.	Development of information is clear through use of specific and appropriate examples; transitions are clear and create an even flow.	1 2 3 4
Neatness, complexity, elaboration of product	Little care or neatness is reflected.	Product reflects satisfactory care and may reflect some elaboration.	Care is evident. Product is neatly done. There is some elaboration.	Product is very neatly done. Complexity and elaboration are evident.	1 2 3 4
Creativity in showing a new direction or a different viewpoint in product	Creativity is evident in only a limited way.	There is some creativity, but no new direction or viewpoint.	Product is creative but it does not necessarily depict a new direction or viewpoint of the unit.	Product is creative and original. It depicts a new viewpoint or direction for some aspects of the unit.	1 2 3 4
Comprehensiveness	Not all required categories are reflected in product, and some categories may be incomplete.	Most required categories are reflected in product, but some may be incomplete.	All required categories are reflected in product, but some may lack development.	All required categories are reflected in product, and all are fully developed. Many display extra detail and elaboration.	1 2 3 4

Systems as a Universal Theme & How Economic Systems Fit Within That Theme

Parallel: Core/Connections/AID

Time Allocation: 1 hour, 50 minutes

Required Materials and Resources on Page 165



Lesson Overview

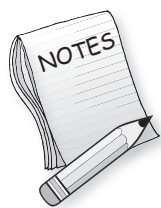
In the final lesson of the unit students make connections to the universal theme of systems with other disciplines. An umbrella is used as a metaphor for systems and the different ribs are labeled with other subjects, math, science, music, etc. Students each create a raindrop for the umbrella that names a discipline and a system within that area. A post assessment asks students to make a content map that shows their knowledge of the main concepts of economic systems and state economics. A debriefing session stresses universal themes, especially the one of systems and celebrates the hard work and learning that the students have accomplished.

Guiding Questions

- What are systems?
- Why are they important? (AID)
- What is a universal theme?
- How do economic systems fit within the universal theme of systems?
- How do other concepts from other disciplines fit with the universal theme of systems?



**The universal theme
of systems applies in
all disciplines.**



Content Goals

Universal Theme

Systems

Principles and Generalizations

- Systems is a universal theme and applies in all disciplines.
- There are many types of systems.
- Economic systems is one type of system

Concepts

Economic systems as one type of system

Teacher Information

- Universal themes are interwoven into all human experience.
- Systems is a universal theme.
- Systems exist in all disciplines.
- Economic systems are a subset of the universal theme of systems.

Skills

- Conceptualize
- Use logic
- Reason

Materials and Resources

1. Markers or crayons
2. Paper
3. Scissors
4. Thread
5. Umbrella
6. Light refreshments - may be organized in such a way that students each bring in an item to share with the group.

Preparation Activities

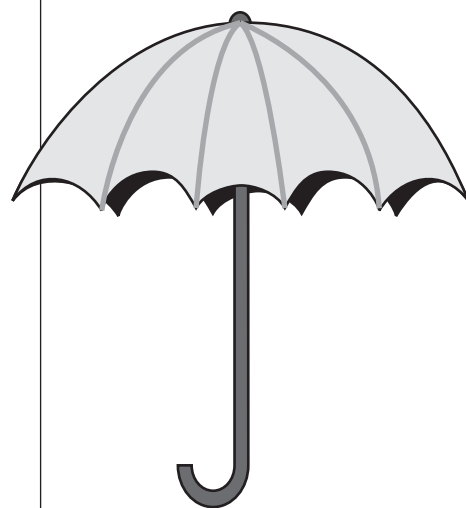
1. Locate an umbrella
2. Look over the list of questions for students as well as points you want to emphasize in the Debriefing and Reflection.

Systems

Note: The umbrella is a visual metaphor to help you and your students conceive of how economic systems, systems, social studies, disciplines (or subjects), universal themes, and knowledge can go together. You may wish to have the students label the umbrella, or you may wish to do it yourself.

Introductory Activities (10 minutes)

- Label the umbrella without explanation, thereby creating a little tension and mystery. (This may be done by the teacher as the students watch or by students as the teacher instructs).
- *Label the umbrella as follows:*
 - o The point should be labeled “Knowledge.”
 - o The pole should be labeled “Universal Themes.”
 - o The 8 ribs will each be a discipline. The suggested order for the disciplines is to start with social studies, then move around to adjacent ribs and add language arts, visual arts, music, math, science, physical education and social skills.
 - o Other disciplines could be added by drawing lines onto the fabric of the umbrella between the ribs.
 - o “Systems” would be labeled on the handle of the umbrella where it comes together, grasp by all.
 - o “Economic Systems” would be labeled at the tip of the social studies rib.



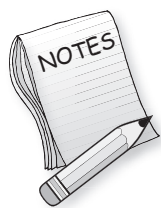
Pre-assessment

N/A

Teaching and Learning Activities (30 minutes)

1. Explain the umbrella to the students.
2. Share with students that they will be making “raindrop” shaped papers.
3. Explain that they will choose their favorite discipline and find a system within it.
 - Examples:
 - Math - any arithmetic operation
 - Language Arts - grammar
 - Science - the scientific method

GOODS, SERVICES, RESOURCES, SCARCITY AND SYSTEMS: AN EXPLORATION OF STATE ECONOMICS



- Visual art - the elements of art
- Music - notation
- P.E. - positions on a team sport
- Social Skills – manners

4. Students then name this system and write it on one “raindrop.” Raindrops should be large enough to be seen across the room but no larger than eight inches. The raindrops must have clear writing, so they can be read from four feet away.
5. Students should thread finished raindrops onto the umbrella in the appropriate places.
6. The finished product should be a clearly labeled umbrella with raindrops hanging off of the tips and each other.
7. Instruct all students to make and place at least one of the “raindrops.”
8. The umbrella can then become an ongoing learning center for the rest of the school year.
9. Mount it in the room in a place where it can stay for a long time.
10. Leave blank paper, markers, thread and scissors near the umbrella.
11. Subsequent “raindrops” may be added at any time during the rest of the school year as students make connections in their minds from anything they are studying and the “Universal Theme” of systems.
12. If in future lessons students do not make the connections on their own, then you should prompt the connection.
13. When you perceive a connection from a learning experience or other classroom event with the universal theme of systems, ask a question that will make the students see the connection too.

14. In order for the universality of this concept and others to be fully understood by the students, it is *important to at least continue this activity through a few more weeks and across a few disciplines.*

Products and Assignments

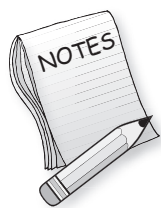
- Student raindrops which are labeled to indicate a system within a discipline.
- Umbrella which is labeled and contains raindrops from all students

Extension Activities

1. (AID) For students who need more challenge or may have been identified as being creative, ask them to add new disciplines to the umbrella and figure out the correct placement for them, so that they are so that they are consistent with the existing flow of the disciplines around the umbrella.
2. For example,
 - *Dance - ballet positions*, would probably be somewhere between physical education and music,
 - *Computers - computer languages*, might go somewhere between math and language arts.
3. Threads can be strung in such a way as to connect distant disciplines in the underneath portion of the umbrella.

Post Assessment (40 minutes)

1. Before beginning the post assessment, be sure to explain to students both the expectations for the concept map and the scoring. Both are listed below.
2. Instruct students to make a concept map showing how the following items all fit together:
 - Needs and wants
 - Resources
 - Capital resources
 - Human resources
 - Natural resources
 - Goods and services
 - Products
 - Systems of exchange
 - State economic systems



- General economic systems
 - Command system
 - Traditional system
 - Market system
 - Economics
 - Social studies
 - Systems
3. Expectations for the concept map are as follows:
- Include all of the concepts listed.
 - Arrange them in a logical way.
 - Be prepared to explain the reasoning behind your arrangement of the concepts.
 - Make sure your map is readable.
 - Decide if you want to use color; its use is optional.
 - Be aware of expectations on grading rubric at the end of this lesson.

Debriefing and Reflection Opportunities (30 minutes)

1. Display student work, brainstormed lists and anything else you have from the unit.
2. Allow students time to look over everything posted and *ponder without talking*
3. Provide students with journals or sketch pads to express their thoughts on this unit.
4. Pair each student with another student with whom he or she feels will work well. (If the students don't work well together, change their pairing.)
5. Take time for the pairs to discuss and share their thoughts from the sketch pads and/or journals.
6. Instruct students to discuss such questions as the following:
 - What they learned the most about.
 - What do they still feel uncertain about?
 - What experiences or activities during the unit did they think were the best at helping them learn?
 - What experiences or activities during the unit did they think were the least effective at helping them learn?
 - What they know now that they didn't know before.

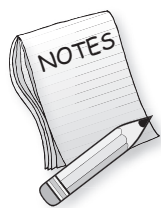
- What they think went well.
 - What they think did not go well.
 - What they still don't understand. For this question, have the other person in the pair assist in the clarification of these things where possible.
 - What they would do differently if they had it to do again.
 - What they would keep the same if they had it to do again.
 - What conclusions they can draw from the experiences.
 - Where this might lead.
 - What new questions this brings up.
7. Bring the class all together and share points that the students feel are the most important.
 8. Be sure to emphasize the meaning of a universal theme as well as the universal theme of systems.
 9. Reiterate how all that they have learned in this unit fits together; in fact, in some way, everything fits together!
 10. Celebrate their hard work, learning and the interconnectedness of universal themes like systems!
 11. Offer light refreshments and make it clear to the students that they have completed a large body of work and should look around the room and be joyful about their accomplishments.
 12. You may wish to invite parents and/or other classes in to see your students' work and share in the refreshments and accomplishments.

Note to Teacher:

It is strongly recommended that starting the day after the celebration you pick up on the impetus of the universal theme of systems and begin another discipline of your curriculum that includes a system. Some examples are: the metric system, the circulatory or digestive system, weather systems, the system of writing used by your district, or any other system that you may use in your grade's curriculum. This connection will help to provide a seamless transition and common ground for launching that next piece of your curriculum.

Teacher Reflection

1. Make notes regarding the questions listed below and other things that come to mind that you want to remember for future use. Put them somewhere that they can be useful in future times that you use this unit.



- What did I learn about the content of this lesson?
- What would I change the next time I taught this lesson?
- What new insights did I have about my students, as a result of their interaction with this lesson?
- Did any of the learning activities cause me to think differently about the potential of any of my students?
- What might I do to forward this/these students' learning and/or development?

2. Take pictures of the students' work.



Name _____

Date _____

Post Assessment Rubric for Concepts in State Economics Unit

Criteria	1	2	3	4	Your Score
Content - The Conceptual Objective	The concept map does not convey the logical relationships among the concepts.	The concept map has some illogical connections or unconnected symbols that obscure the meaning among concepts.	The concept map in general shows the logical relationships among most concepts but has some omissions or illogical connections.	The concept map features all of the logical relationships among the concepts.	1 2 3 4
Content –Required Concepts	The concept map is missing many of the required concepts.	The concept map has most of the required concepts.	The concept map contains all of the required concepts, but they do not demonstrate the complexity of all aspects of economic systems.	The concept map has all of the required concepts, and these concepts demonstrate a comprehensive understanding of economic systems.	1 2 3 4
Content – Required Links	The links are incomplete and do not always describe the relationships between concepts.	Some of the links are missing, but most accurately describe the relationship among concepts.	The links are complete and for the most part accurately describe the relationships among the concepts.	The links are complete and accurately describe the relationships among the concepts.	1 2 3 4
Overall Design – Appearance in product	The appearance of map is overwhelming. Reader will be very confused and not understand the meaning. Color is not used, or if used does not add to the design.	The appearance of the map is cluttered; a reader would have difficulty understanding the subject and meaning. Color is not used, or its effectiveness is minimal.	The appearance of the map is somewhat cluttered; a reader could understand the subject and meaning with effort. There is some use of color which adds interest.	The appearance of the map is uncluttered and instantly conveys the subject and meaning to the reader. Color is used most effectively.	1 2 3 4

“Curriculum Map”

Author: Mary Grace Stewart

Curriculum Map: Goods, Services, Resources, Scarcity and Systems: An Exploration of State Economics

Grade Level: 4 - 5

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
1. Humans have needs and wants.	CORE 1 hour, 30 minutes	Needs and wants are not the same for all people at all times in their lives.	<ul style="list-style-type: none">• Needs• Wants	<ul style="list-style-type: none">• Analyze• Define• Diagram• Use a dictionary,• Evaluate• Reason persuasively• Sort	Systems	<ul style="list-style-type: none">• What are needs?• How are needs the same as and different from wants? (AID)• What are wants?• How are wants the same as and different from needs? (AID)• Are needs and wants the same for people of different ages? Why or why not?
2. Needs and wants have a prioritized order	CORE 1 hour, 45 minutes		<ul style="list-style-type: none">• Needs• Wants• Hierarchy• Priorities• Maslow's Hierarchy of Needs	<ul style="list-style-type: none">• Use a dictionary• Apply knowledge from previous lesson• Listen with comprehension• Synthesize	Systems	<ul style="list-style-type: none">• Is there an order of importance to human needs and wants• If there is such an order of importance, what is it?

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
3. Needs and wants have a prioritized order.	CORE 1 hour, 15 minutes		<ul style="list-style-type: none"> • Needs • Wants • Hierarchy • Maslow's Hierarchy of Needs 	<ul style="list-style-type: none"> • Analyze • Apply Knowledge • Evaluate • Follow directions • Sort • Synthesize 	Systems	<ul style="list-style-type: none"> • Is there an order of importance to human needs and wants? • If there is such an order of importance, what is it?
4. Human needs and wants are met through economic systems.	CORE/ CONNECTIONS/ AID 2 hours, 30 minutes		<ul style="list-style-type: none"> • Needs • Wants • Systems • Resources • Goods • Services • Production • System of exchange • Economics • Economic system 	<ul style="list-style-type: none"> • Cooperate with others • Research • Present • Use a dictionary 	Systems	<ul style="list-style-type: none"> • What is a system? • What are resources? • What is an economic system? • What is a system of exchange? • What is barter? (AID) • What are resources? • What is scarcity? • What are goods? • What are services? • What is production? • What are consumers?

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
<p>5. Humans have economic needs and wants.</p> <p>Economic systems are a population's way of exchanging goods and services.</p> <p>Resources are limited.</p>	<p>CORE/ IDENTITY/ AID</p> <p>3 hours, 10 minutes</p>	<ul style="list-style-type: none"> Resources are limited. Economic Systems are a population's way of exchanging goods and services. 	<ul style="list-style-type: none"> Economics Economic systems Goods Human needs Production Limited resources Services System of exchange Structures Flow 	<ul style="list-style-type: none"> Create Collect data Interpret data Reason deductively Interact in group dynamics Reason inferentially Gather information from multiple resources Process information Organize Present Problem solve Summarize Communicate visually 	Systems	<ul style="list-style-type: none"> What are human needs and wants? How do people get them met? What are resources & how do they get to the people? How does a society organize and balance the meeting of people's needs with the resources available to that society? How do people decide what to produce, trade and sell?
<p>6. Every state has resources.</p>	<p>CORE/AID</p> <p>4 hours, 15 minutes</p>	<ul style="list-style-type: none"> Resources are essential to an economic system. There are three types of Resources: <ul style="list-style-type: none"> Natural Capital Human 	<ul style="list-style-type: none"> State economic systems State resources 	<ul style="list-style-type: none"> Comprehend Use an encyclopedia Diagram Evaluate Apply knowledge Research 	Systems	<ul style="list-style-type: none"> What are our state's natural resources? What are our state's human resources? What are our state's capital resources? Why do we have these resources? (AID) Where are the resources located? Where are the resources located? How are the resources used? Does our state have any economic needs or problems?

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
7. States produce goods and services from resources.	CORE/AID 3 hours, 55 minutes	<ul style="list-style-type: none"> There are patterns and/or trends to the products, goods and services in a given state. (AID) 	<ul style="list-style-type: none"> State economic systems State goods and services 	<ul style="list-style-type: none"> Diagram Glean particular facts from a resource Infer Use research skills with encyclopedias, Use the Internet, and nonfiction books. Communicate visually patterns or trends 	Systems	<ul style="list-style-type: none"> What are our state's goods? What are our state's services? What are our state's products? In what ways are they the same? (AID) In what ways are they different? (AID)
8. Economic systems are systems built on exchange.	CORE/ PRACTICE/ AID 2 hours, 15 minutes	In most places in our state, money has replaced barter as a more efficient method of exchange.	<ul style="list-style-type: none"> Economic systems 	<ul style="list-style-type: none"> Comprehend Infer Apply knowledge Solve problems 	Systems	<ul style="list-style-type: none"> What is a system of exchange and what does it involve? What is our state's main system of exchange? Why do we use that system and not others? Are there times or places in the state where a different system is used? Why do we use money?

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
9. There are three kinds of economic systems of exchange: traditional, command, and market.	CORE/AID 1 hour, 15 minutes	Connecticut uses a market economic system.	<ul style="list-style-type: none"> • Economic systems • Systems of exchange • State economic systems • State economic systems of exchange 	<ul style="list-style-type: none"> • Analyze • Apply knowledge • Comprehend • Produce thorough cooperation • Evaluate • Use fine motor skills • Infer • Research 	Systems	<ul style="list-style-type: none"> • What kinds of economic systems are there? • What is a traditional economic system? • What is a market economic system? • What is a command economic system? • What kind of system does our state use? • Why does our state use that system?
10. State economic systems cannot meet all of the needs of the population.	CORE/ PRACTICE 5 hours, 35 minutes		<ul style="list-style-type: none"> • Needs • State economic systems 	<ul style="list-style-type: none"> • Analyze • Solve problems creatively • Collect and interpret data • Evaluate • Take notes • Synthesize • Use multiple resources 	Systems	<ul style="list-style-type: none"> • What are the needs of our state's people as a group? • How do they compare with an individual's needs and wants? • What needs and wants are not met by the resources available in our state? • What could be done about that situation? • What is scarcity? • What does an economist do? • In what ways might we students help solve some of the economic problems faced by our state.

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
11. States' resources have similarities and differences	CORE/AID 1 hours, 25 minutes	<ul style="list-style-type: none"> States' systems of economics have things in common. 	<ul style="list-style-type: none"> State economic systems 	<ul style="list-style-type: none"> Research Transform ideas into exemplary objects (metaphors) 	Systems	<ul style="list-style-type: none"> What are the economic systems of other states? What are the similarities and differences between our state's economic system and those of other states? (AID)
12. The United States' economic system shares the same basic elements as the economic systems of the individual states.	CORE/ CONNECTIONS/ AID 1 hour, 55 minutes	<ul style="list-style-type: none"> Our country uses a market economy. Our system of government supports a market economy 	<ul style="list-style-type: none"> Economics in the United States 	<ul style="list-style-type: none"> Analyze Deduce Infer Synthesize 	Systems	<ul style="list-style-type: none"> What economic system do most states in the United States use? Why do we use the market economy system? (AID) What about our nation's founding caused us to become a market system nation? (AID) How does our Constitution support a market economy system? Why does the whole nation use one system?

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
13. There are a limited number of types of economic systems.	CORE/ IDENTITY 3 hours, 10 minutes	<ul style="list-style-type: none"> • All economic systems have common features. • Government is involved with economic systems. 	<ul style="list-style-type: none"> • Economic systems in general 	<ul style="list-style-type: none"> • Analyze • Comprehend • Evaluate • Produce a product • Synthesize 	Systems	<ul style="list-style-type: none"> • What do all economic systems have in common? • What knowledge and understandings have you gained about economics in general and our state's economics in particular as a result of participating in this unit?
14. Systems is a universal theme and applied in all disciplines.		<ul style="list-style-type: none"> • There are many types of systems. • Economic systems is one type of system. 	<ul style="list-style-type: none"> • Economic systems as one type of system 	<ul style="list-style-type: none"> • Conceptualize • Use logic • Reason 	Systems	<ul style="list-style-type: none"> • What are systems? • Why are they important? (AID) • What is a universal theme? • How do economic systems fit within the universal theme of systems? • How do other concepts from other disciplines fit with the universal theme of systems?

“Materials and Resources”

Lesson	Primary Materials	Books	Additional Materials (Supplied by Teacher)
1	Pencils, dictionaries	One copy of <i>The Lorax</i> by Theodore Seuss Geisel (Dr. Seuss)	
2	Dictionaries, general drawing materials, paper, pencils		Computers with Internet access
3	Pictures that are examples of the hierarchy of needs (provided in lesson)		Game hierarchy board for students (directions in Lesson 3), tokens that will fit in the squares, chart with Maslow's Hierarchy of Needs
4	Dictionaries, glossaries from social studies texts, age appropriate reference materials, general arts and crafts supplied, graph paper		
5	General art materials, scrap materials, lined paper, writing implements, poster board	<p>One or more of the following books pertinent to the group scenario</p> <p><u>Uncharted Island</u></p> <ul style="list-style-type: none"> <i>Treasure Island</i> by Robert Louis Stevenson, RL grade 5.5 (available free online at http://onlinebooks.library.upenn.edu) 	

Lesson	Primary Materials	Books	Additional Materials (Supplied by Teacher)
		<ul style="list-style-type: none"> • <i>Robinson Crusoe</i> by Daniel Defoe, RL grade 7 (available free online at http://onlinebooks.library.upenn.edu) • <i>Swiss Family Robinson</i>, by Johann David Wyss, RL grade 5.5 (available free online at http://onlinebooks.library.upenn.edu) • <i>Shipwreck (Island Book 1)</i>, by Gordon Korman, RL grade 4 - 7 (approx. price \$4.50, ISBN# 0439164567) • <i>Nim's Island</i>, Wendy Orr, RL grade 5 (approx. price \$10.50 ISBN#0375811230) • <i>Island of the Blue Dolphins</i>, by Scott O'Dell, RL grade 5 (approx. price \$6.50, ISBN# 0440439884) • <i>Call It Courage</i>, by Armstrong Sperry, RL grade 8 (although shorter and easier to read than <i>Island of the Blue Dolphins</i>) (approx. price \$5.00, ISBN# 0689713916) 	

Lesson	Primary Materials	Books	Additional Materials (Supplied by Teacher)
		<p><u>Exploring the New World</u></p> <ul style="list-style-type: none"> • <i>Mr. Tucket</i>, by Gary Paulsen, RL grade 5 (approx. price \$5.00, ISBN# 0689713916) • <i>Jamestown: New World Adventure</i>, by James E. Knight, RL grade 4-7 (approx. price \$ 11.50, ISBN# 0808546589) • <i>Patty Reed's Doll: the Story of the Donner Party</i>, by Rachel K. Laurgaard, RL grades 5 (approx. price \$10.00, ISBN# 0961735724) • <i>Old Crump</i>, by Laurie Lawlor, ages 4 - 8 (approx. price \$12.00, ISBN# 0823416089) • <i>Explorers and Settlers of Spanish Texas: Men and Women of Spanish Texas</i>, by Chipman and Joseph, RL Young Adult (approx. price \$12.00, ISBN# 0292712316) • <i>Black Settlers in Rural Wisconsin</i>, by Sachary Cooper, RL grade 7 and up (approx. price \$4.00, ISBN# 0870201700) • <i>Discovery and Settlement: Europe Meets the New World</i>, by Gene Brown, RL grade 4 and up (approx. price \$21.00, ISBN# 080502574X) 	

Lesson	Primary Materials	Books	Additional Materials (Supplied by Teacher)
		<ul style="list-style-type: none"> • <i>A Little Commonwealth: Family Life in Plymouth Colony</i>, by John Demos, RL grade 7 and up (approx. price \$13.00, ISBN# 019512807) • <i>Encounters in the New World: A History in Documents</i>, by Jill Lipore, RL grade 7 and up, collection of primary source documents (approx. price \$33.00, ISBN# 0195105133) • <i>Early Stores and Markets</i>, by Bobbie Kalman, RL grades 4-7 (approx. price \$9.00, ISBN# 086505004X) • <i>Early Travel</i>, by Bobbie Kalman, RL grades 4-7 (approx. price \$9.00, ISBN# 0865050082) • <i>Early Settler Children</i>, by Bobbie Kalman, RL grades K-3 (approx. price \$9.00, ISBN# 0865050163) • <i>Food for the Settler</i>, by Bobbie Kalman, RL grades 4-7 (approx. price \$9.00, ISBN# 0865050120) <p><u>Colonizing a Planet</u></p> <ul style="list-style-type: none"> • <i>How to Live on Mars</i>, by Clive Gifford, RL grades 4-7 (approx. price \$5.00, ISBN# 053116201X) 	

Lesson	Primary Materials	Books	Additional Materials (Supplied by Teacher)
		<ul style="list-style-type: none"> • <i>What If We Lived on Another Planet</i>, by Olive Macdonald, RL grades 4-7 (approx. price \$ 7.00, ISBN# 051623479) • <i>Cities in the Sky: A Beginners Guide to Living in Space</i>, by Sarah Angliss, RL grades 4-7 (approx. price \$9.00, ISBN# 0761307419) 	
6	Paper and pencils	Encyclopedias, other books about your state	
7	Paper, writing implements	Encyclopedias, nonfiction books about your state from school or local library	Computers with Internet access, catalogues, magazines, advertising circulars, newspapers or other material with advertising in it
8	Four sheets each of red, yellow, blue and green paper		Computer with Internet access
9	Wooden or plastic blocks		Newspaper product ads and want ads, newspaper articles on the economics of your area, computer with Internet access

Lesson	Primary Materials	Books	Additional Materials (Supplied by Teacher)
10	Paper, writing implements		Information from previous lessons regarding human needs and wants and your state's resources
11	Markers and other general art supplies, chart paper		Large paper bags
12	Market Economy cards and Constitution cards (supplied in Lesson 12)		Copy of United States Constitution (See Lesson 12 for website)
13	General school and art supplies		
14	Markers or crayons, paper, scissors, thread		Umbrella, light refreshments